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The State Teachers College of Colorado

THE SUMMER TERM

1916

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SIX WEEKS

JUNE 12 TO JULY 21, 1916

PUBLISHED BY THE BOARD OF TRUSTEES

GREELEY, COLORADO

BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

Series XVI.

March, 1916

Number 1

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The State Teachers College of Colorado

ANNOUNCEMENTS AND
CATALOG OF COURSES FOR THE

SUMMER TERM

1916

SIX WEEKS
JUNE 12 TO JULY 21

GREELEY, COLORADO

In all publications of the College certain of the recommended spellings of the
Simplified Spelling Board are used

IMPORTANT ANNOUNCEMENTS.

THE CALENDAR.

June 12, Monday, Registration Day for the Summer Term.

June 13, Tuesday, Recitations begin.

July 4, Tuesday, Independence Day.

July 21, Friday, The Summer Convocation. The conferring of Diplomas and Degrees, and the close of the Summer Term.

ADVANCED STANDING.

Individuals who expect to attend the Summer School of the State Teachers College, and who desire advanced standing, should write for application blanks for advanced standing at their earliest convenience, and should return these as soon as possible together with credentials to the College, so that they may be considered before the opening of the summer session. It is exceedingly important that full credentials, relative to all the work for which credit is expected be forwarded. This saves the student much delay and inconvenience.

PRACTICE TEACHING IN THE TRAINING SCHOOL.

Students who expect to teach in the Training Department, either the Elementary School or High School, during the summer session, are asked to correspond with Mr. Hugh before the opening of the term.

REDUCED RAILROAD RATES.

Reduced railroad rates on all railroads will be offered, the details of which may be obtained from your local agent or from the Secretary of the College at a later date.

THE STATE TEACHERS COLLEGE OF COLORADO.

FACULTY.

†ZACHARIAH XENOPHON SNYDER, Ph.D., LL.D., President and Professor of Education.

JAMES HARVEY HAYS, A.B., A.M., Acting President, Dean of the College and of Non-Resident and Summer Term Work, and Professor of Latin and Mythology.

HELEN GILPIN-BROWN, A.B., Dean of Women.

*ELIZABETH HAYS KENDEL, Pd.M., A.B., Training Teacher, Fifth Grade.

SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Practical Arts, and Professor of Industrial Education.

DAVID DOUGLAS HUGH, A.B., A.M., Dean of the Training School, and Professor of Education.

FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science.

BELLA BRUCE SIBLEY, A.B., Training Teacher, Second Grade.

GURDON RANSOM MILLER, Ph.B., A.M., Dean of the Senior College, and Professor of Sociology and Economics.

FRANCES TOBEY, B.S., Dean of the Junior College, and Professor of Reading and Interpretation.

ETHAN ALLEN CROSS, A.B., Ph.M., Professor of Literature and English.

ALBERT FRANK CARTER, A.B., M.S., Librarian, and Professor of Bibliography.

WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor and Professor of School Administration.

JACOB DANIEL HEILMAN, Ph.D., Professor of Psychology and Child Study.

FRANK W. SHULTIS, A.B., A.M., Professor of Business Education.

KATHRYN M. LONG, B.S., A.B., Training Teacher, First Grade.

EMMA C. DUMKE, A.B., Instructor in High School Reading and Modern Foreign Languages.

JOHN T. McCUNNIFF, Pd.M., A.B., Assistant Professor of Industrial Arts—Printing and Mechanical Drawing.

MAX SHENCK, Assistant in Industrial Arts—Bookbinding.

GEORGE WILLIAM FINLEY, B.S., Professor of Mathematics.

MARGARET STATLER, Pd.B., A.B., Training Teacher, Third Grade, and Instructor in Story Telling.

GRACE CUSHMAN, Pd.B., Assistant Librarian, and Instructor in Library Work.

GEORGE A. BARKER, M.S., Professor of Geology, Physiography, and Geography.

† Deceased, November 11, 1915.

* On leave of absence—Sabbatical year.

JOHN R. BELL, A.B., A.M., D.Litt., Principal of the High School, and Professor of Secondary Education.

RAE E. BLANCHARD, A.B., High School Preceptress and Instructor in Literature and English.

AMY RACHEL FOOTE, A.B., Training Teacher, Sixth Grade.

CHARLES M. FOULK, Pd.B., Assistant in Manual Training.

GEORGE EARL FREELAND, A.B., A.M., Principal of the Elementary School, and Professor of School Hygiene.

AGNES HOLMES, Pd.M., Assistant in Industrial Arts.

JENNY LIND GREEN, Training Teacher, Seventh Grade.

WALTER F. ISAACS, B.S., Professor of Fine and Applied Arts.

MILDRED DEERING JULIAN, B.S., Training Teacher, Kindergarten.

JOHN CLARK KENDEL, A.B., Director, and Professor of Public School Music.

MARGARET JOY KEYES, A.B., Assistant in Physical Education.

MERLE KISSICK, A.B., Ph.B., Assistant Professor of Household Arts.

CELIA LAWLER, Pd.M., Training Teacher, Fourth Grade.

NELLIE BELDEN LAYTON, Pd.M., Assistant in Music—Piano.

ROYCE REED LONG, A.B., Professor of Physical Education.

IDA MARSHALL, B.S., Director, and Professor of Home Economics.

THOMAS C. McCracken, A.B., A.M., Dean of the Graduate College and Professor of the Science and Art of Education.

FRIEDA B. ROHR, Pd.M., A.B., Training Teacher, Fifth Grade.

EDWIN B. SMITH, B.S., Professor of History and Political Science.

CHARLES HALL WITHINGTON, M.S., A.M., Professor of Agriculture.

LEVERETT ALLEN ADAMS, A.B., A.M., Ph.D., Professor of Biology.

CHARLES JOSEPH BLOUT, A.B., A.M., Instructor in Physics and Chemistry, High School.

JEAN CROSBY, A.B., Instructor of History, High School.

EDWIN STANTON DU PONCET, A.B., Ph.D., Professor of Modern Foreign Languages.

JOHN C. JOHNSON, A.B., M.S., Assistant Professor of Biology.

LUCY McLANE, A.B., Instructor in English, High School.

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EDGAR DUNNINGTON RANDOLPH, A.B., A.M., Professor of Sociology.

FLORENCE REDIFER, A.B., Instructor in Domestic Science.

GLADYS IRENE SCHARFENSTEIN, Ph.B., Instructor in Household Arts.

JOSEPH HENRY SHRIBER, A.B., Director of County School Administration.

MARGARET WATSON, Pd.M., A.B., Assistant Librarian.

EDNA WELCH, Pd.B., Assistant in Commercial Work—High School.

JEHU BENTON WHITE, B.S., Professor of Commercial Work.

GRACE WILSON, Pd.B., A.B., Assistant to the Dean of Women.

FRANK LEE WRIGHT, A.B., A.M., Professor of Education.

NON-RESIDENT MEMBERS OF THE FACULTY, SUMMER TERM, 1916.

Lecturers.

G. STANLEY HALL, PH.D., LL.D., President of Clark University.
 EDWARD A. STEINER, PH.D., Grinnell College, Iowa.
 SAMUEL C. SCHMUCKER, PH.D., State Normal School, Westchester, Pa.
 EDWARD H. GRIGGS, A.M., L.H.D., New York, N. Y.
 E. A. KIRKPATRICK, PH.M., Fitchburg, Mass.
 SAMUEL MCCHORD CROTHERS, D.D., LL.D., Cambridge, Mass.

Instructors.

JOHN F. KEATING, A.M., LL.D., Superintendent of City Schools, Pueblo, Colorado.
 HARRY M. BARRETT, A.M., LL.D., Principal of East Denver High School, Denver, Colorado.
 JOHN A. SEXSON, A.B., Superintendent of Logan County Industrial High School, Sterling, Colorado.
 S. S. PHILLIPS, A.B., Superintendent of Otero County, La Junta, Colorado.
 J. R. MORGAN, A.B., Superintendent of Schools, Trinidad, Colorado.
 MARK K. SWEANY, A.M., The High School, Colorado Springs, Colorado.
 JOSEPH I. REECE, A.M., Superintendent of Schools, Clearwater, Florida.
 KEITH C. MORSE, A.B., Science Teacher, High School, Sterling, Colorado.
 MABEL AUGUSTINE, Pd.M., Training Teacher, Third Grade.

VERNON MCKELVEY, Secretary to the President.

A. W. YAICH, Record Clerk.

R. I. PHIPPENY, Stenographer.

ROSE SOTHMAN, Stenographer.

THE BOARD OF TRUSTEES.

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 State Superintendent of Public Instruction.

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 MR. A. J. PARK, Greeley.....Secretary

RETROSPECT AND PROSPECT.

The Summer Term of the State Teachers College has been a success from the beginning. In 1905 a small number of the faculty were asked to work thru a six-weeks' summer term. Two hundred students or so attended. From that time until the present the number of instructors has been increased and the number of students attending has doubled and doubled until now more than a thousand regularly come to the school for the summer session.

ATTENDANCE.

1910.....	443	1914.....	897
1911.....	612	1915.....	1035
1912.....	824	1916.....	?
1913.....	864		

At present the regular faculty stays for the summer school, sixty in all, and ten or twelve of the leading superintendents and principals of the State are called in to assist in the courses in which they are expert. In addition to these the College employs six of the greatest men of the country to give courses of lectures, one week each during the term.

ATTRACTIVE FEATURES.

EXCURSIONS.

From Greeley there is an excellent opportunity on Saturdays and Sundays to take in a number of very interesting places, such as Estes Park, the new Rocky Mountain National Park, the greatest piece of natural scenery possibly in the world; the canons of the Poudre River; Eldora, the splendid Summer Resort; the Moffat Road experiences; the great heronries on the Poudre and the Platte; the great irrigating center of the West; fishing within two hours' travel; and above all, the great Rocky Mountain Range—250 miles of snowy range in full view from the College Campus. Once during the term a railway excursion at popular rates is arranged to take all who wish to go, into the heart of the high mountains. One excursion took the students up the "Moffat Road" to the summit of the Continental Divide, Corona, 10,600 feet. Another was over the "Switzerland Trail" to Eldora. Still another was to the summit of Pike's Peak. The students in each summer session choose the destination for their own excursion. Small parties make shorter trips to points of interest, for study or pleasure, nearer Greeley. Frequent week-end parties make the automobile tour to Estes Park and Long's Peak. Public automobiles take parties of four or five, making a charge of \$20.00 for the round trip for the whole party. The trip can be made in a day, or parties may go up to one of the beautiful rustic mountain inns on one day and return the day following. While there are many opportunities for recreation, the School is not offering its Summer Term as a holiday outing. The

work is serious and effective, the entertainments and excursions being arranged at the end of the school week.

THE CLIMATE.

Colorado sunshine is a proverb. The altitude of Greeley is one mile. The combination of a moderate elevation and sunshiny days produces an almost ideal condition for school work in summer. The middle of the day is usually warm, but in the shade the temperature is never unpleasant. The cool evenings are all that the student could desire. A humid, hot night is unknown.

THE OPPORTUNITY.

The holding of this summer term at The Teachers College offers an excellent opportunity to those who have to teach. It enables one who teaches a full year to attend the College during the summer term, get credit for work done, and when sufficient credits are secured, to graduate from the school. The diploma granted is a license to teach in the public schools of Colorado for life. Work may also be done toward securing the degrees, Bachelor of Arts in Education, and Master of Arts in Education. From five to twenty hours toward graduation may be earned in the summer term.

LOCATION.

The Teachers College is located at Greeley, in Weld County, on the Union Pacific, the Colorado and Southern, and the Denver, Laramie and Northwestern Railways, fifty-two miles north of Denver. The city is in the valley of the Cache la Poudre River, one of the richest agricultural portions of the State. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroly prohibition town. There are about 10,000 inhabitants.

EQUIPMENT.

The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden. The library has 40,000 volumes bearing on the work of the Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library wherein a student may learn how to conduct a library. The gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.

BUILDINGS.

The buildings which are completed at the present time consist of the administration building, the library building, the residence of the President, the training school and the industrial arts building. The main, or administration building, is 240 feet long and 80 feet wide. It has in it the executive offices, class-rooms, and class museums. Its halls are wide

and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful building. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and the departments of geography and agriculture.

The Training School is a commodious building of red pressed brick similar in style to the administration building. In its construction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal building for a complete graded school from the kindergarten to the high school, inclusive.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray pressed brick. It accommodates the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This building is a gift to the School from Senator Simon Guggenheim.

The President's house is on the campus among the trees. In this beautiful home are held many social gatherings for students during the school year.

SCOPE OF THE SUMMER TERM WORK.

The work done during the summer term is: The regular work arranged in courses, for which credit is given when completed, enabling teachers who cannot attend at any other time than during the summer terms, to complete the course, get the diploma, which is a license to teach in the State for life, and receive the professional degrees. The work is arranged to enable graduates of the State Teachers College of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the higher degrees. The work is so arranged that persons who wish to pursue special lines of study may have the opportunity to do so. An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach.

An opportunity is given to principals and superintendents to study the educational problems which confront them in their daily work. An opportunity is given the rural teacher to study the problems peculiar to these schools. An opportunity is given to regular Normal students to make up their work when, thru sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

HISTORY OF THE COLLEGE.

The State Normal School of Colorado was established by an Act of the Legislature in 1889. The first school year began October 6, 1890.

At the beginning of the second year the school was reorganized and the course extended to four years. This course admitted grammar school

graduates to its freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the Board of Trustees, June 2, 1897, a resolution was passed admitting only high school graduates or those who have an equivalent preparation, and practical teachers. This policy makes the institution a professional school in the strictest sense.

The Legislature of 1910-11 passed a law which became effective August 4, 1911, giving the name "The State Teachers College of Colorado" to the School. Hereafter it will be known by that name.

GREELEY.

Greeley is a city of homes. It is the center of the great agricultural district of Colorado, and is fast becoming the commercial center of Northern Colorado.

This is an ideal location for a summer school. The altitude of the city is near 5,000 feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin, where the rougher foreign material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foreign matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the City of Greeley about \$400,000.

THE CAMPUS.

Surrounding the buildings is a beautiful campus of forty acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their home, thus increasing its value as a place of rest, recreation, or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted, as it then is, by electric lights and Japanese lanterns.

In the rear of the buildings is a large playground, which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which is secured from a grandstand, which will accommodate more than a thousand spectators. On the portion of the grounds adjacent to the building there is a complete outdoor gymnasium. To the south of the buildings are located the tennis courts.

This is one of the most complete playgrounds west of the Mississippi, and when the present plans are fully realized it will be one of the best equipped and arranged grounds in the United States.

During the summer, courses on the organization of playgrounds will be given, and demonstrations of how to carry out these courses in the public schools will be made on the campus.

SCHOOL GARDEN.

One of the pleasing features of the spring, summer and fall sessions of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snow-drop of early March and the last aster of late October. From the formal garden we pass to the school garden proper. Here in garden and nursery the student may dig and plant, sow and reap, the while gathering that knowledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date school—gardening.

THE CONSERVATORY.

The greenhouse is one of the best equipped of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.

EXPENSES.

1. Table board costs from \$3.50 to \$4.00 per week. Room rent costs from \$8.00 to \$10.00 per month; one or two in a room. Rooms may be had equipped for light housekeeping privileges from \$6.00 to \$10.00 per month. There are a number of opportunities for students to earn a part or all of their expense of board and room by helping in households, etc.

2. **Fees.** All students pay a fee of \$25.00 for the six weeks.

3. **Tuition.** Those who are not citizens of Colorado pay \$5.00 in addition to the above.

4. Each student deposits \$2.00 upon entrance as a guarantee to the School against loss of books; this deposit is returned at the end of the term or at the time of the student's permanent withdrawal from the School.

ADMISSION TO GENERAL LECTURES.

Students of the College are admitted to the General Lectures by showing their President's Admission card; those outside of the College who desire to attend the Lectures may do so either by purchasing single admission tickets at 25 cents each or by securing a course ticket for \$2.50 from the Secretary of the Board of Trustees, Administration Building.

THE GENERAL LECTURES.

For a number of years it has been the custom of the Teachers College to call to Greeley for the summer term six of the most distinguished men in Education of the whole country to present a series of lectures of general interest to the entire summer school. No change has been made in this policy except that for the summer of 1916 the attendance is not compulsory. Credit will be given only to those students who do assigned

reading and make written reports upon the lectures. These students will be mainly Senior College and Graduate students.

THE LECTURERS.

G. STANLEY HALL, PH.D., LL.D., is the distinguished president of Clark University, a school that has made itself world famous by training a few men thoroly in limited fields. He has been with us so many times that our summer students regard him as a beloved member of our regular teaching faculty.

SAMUEL C. SCHMUCKER, PH.D., is the thoro-going scientist who makes it possible for the unscientific listener not only to understand science but to enjoy it. If he can't make you understand by the use of words how a caterpillar crawls along a leaf eating as it goes, he will make you visualize the creature, by himself imitating it. For him truth does not clash with truth. The truths of science are in accord with other universal truths. All this he has the power of making clear to a general audience.

EDWARD A. STEINER, PH.D. Here is a man who knows Sociology by contact with the social mass. Dr. Steiner is a very well known writer, and a popular lecturer upon a variety of sociological topics and an authority on the immigrant. He comes to us this year for the third time.

E. A. KIRKPATRICK, PH.M. Fitchburg, Massachusetts, Normal School is noted for a number of its achievements, but perhaps it is best known on account of its distinguished director of child-study, Professor Kirkpatrick. He is the author of *Inductive Psychology*, *The Fundamentals of Child Study*, *Genetic Psychology*, and *The Individual in the Making*. As a lecturer on educational subjects he has appeared at the University of Chicago, at Cornell, and a number of other well-known colleges.

SAMUEL MCCORD CROTHERS, D.D. LL.D. This man is known to the English reading world thru his humorously philosophical essays, which have been appearing from time to time for a number of years in *The Atlantic Monthly*. Like the great humorists, Charles Lamb and Oliver Wendell Holmes (and Dr. Crothers is much like these in temper, by the way), he is a philosopher who just happens to have a vein of humor that makes the philosophy palatable. Dr. Crothers is Pastor of the First Unitarian Church of Cambridge, Mass., "The Harvard University Church." He is as pleasing as a lecturer as he is as an essayist—and that is saying much.

EDWARD HOWARD GRIGGS, A.M., L.H.D. As a lecturer in general literature, in ethics, and in the theory of education, Dr. Griggs is famous all over America. He comes to the Teachers College summer school this year for the first time. Dr. Griggs was for a number of years a teacher of literature and ethics in Indiana University and Stanford University. All his time is now devoted to writing and lecturing on his favorite subjects. This man is an unusually forceful and magnetic speaker.

ORGANIZATION OF THE COLLEGE.

The State Teachers College is organized into three divisions—The Junior College, The Senior College, and The Graduate College. Each of

these has its own regulations, similar in essentials, but different in some details, for admission, advanced standing, major subjects, diplomas, degrees, graduation, etc., etc. These matters of administration are presented in different sections of this book, each College having its own place. These may be seen on the pages indicated below:

Junior College	Page 14
Senior College	Pages 15 to 16
Graduate College	Pages 17 to 21

Only details of administration are to be found in the pages noted. Each department schedules *all* the courses it has to offer in one place. The department indicates what courses are intended primarily for Junior College, what for Senior College, and what for Graduate College. This arrangement is made to indicate the grade of work to be expected in a given course and is not intended to exclude any student from any course which he wishes to take if he has had previous training to fit himself to do that kind or grade of work.

THE JUNIOR COLLEGE.

FRANCES TOBEY, B.S., Dean.

The scope of the Junior College is the work of the first two years of the college proper. The student completing this course, having earned credit for 120 term-hours, is granted a diploma, which is a life certificate to teach in the public schools of Colorado.

ADMISSION TO THE JUNIOR COLLEGE.

Anyone may take courses in Non-Residence, but to become a resident student and a candidate for a degree and diploma, the regulations given below must be complied with.

1. Students must be of good moral character and free from contagious disease.

2. Graduates of acceptable high schools of this and other States are admitted without examination upon presenting to the Dean of the College their diplomas or certificate of graduation. The minimum of work acceptable for entrance is 30 semester hours (15 units).

3. Practical teachers of mature years, who are not high school graduates, may enter and take such work as will make up the deficiency and then become candidates for graduation and the state certificate in the same way as other students.

ADVANCED STANDING.

Students who wish to apply for advanced standing should ask for the Blank Application Form for Advanced Standing. Upon presenting this, properly filled out and accompanied by the credentials called for, the College will grant whatever advanced standing seems to be merited. Credits from other normal schools or teachers' colleges of equal rank with The State Teachers College of Colorado are accepted, hour for hour. Credits from reputable colleges, and universities, are accepted at their original value. No advanced standing will be recognized until the necessary credentials (certification of training or experience) have been submitted.

REQUIREMENTS FOR GRADUATION.

A student must be in residence at least three terms before being granted a certificate of graduation from the Junior College. One hundred twenty term-hours are required. This work is elective, except for the following subjects required of all Junior College students:

Psychology 1 and 2.

Biology 1.

Education 11.

English 1.

Sociology 3.

Training School 1.

Teaching 1, 2, and 3.

Physical Education, 4 terms.

(Students who are in residence less than four terms are required to take Physical Education each term they are in residence.)

All of these required subjects are usually taken in the first year, except Education 11, Teaching, and a part of the Physical Education courses.

THE SENIOR COLLEGE.

GURDON RANSOM MILLER, A.M., Dean.

The Senior College includes the third and fourth years of the work of The State Teachers College.

The Senior College offers to all students and professional teachers who have done not less than two years of study beyond the high school an opportunity for higher professional and scholastic work.

It furnishes special advanced preparation for normal school critics and teachers.

It offers superior opportunities for supervisors of all elementary school work.

Supervisors of special subjects, music, art, manual training, domestic science and art, agriculture and physical education, will find courses adequate to their needs in the Senior College.

High school teachers will find here superior professional and scholastic courses adapted to their professional aims.

Principals and superintendents will find in the program of the Senior College an unusual number of courses, specially intended for mature students of wide professional interests.

Our Teachers Bureau say: "We need more A.B. graduates as candidates for normal school positions, and for first-rate places in the public school service."

ADVANCED STANDING.

Students who wish to apply for advanced standing should ask for the Blank Application Form for Advanced Standing. Upon presenting this, properly filled out and accompanied by the credentials called for, the College will grant whatever advanced standing seems to be merited. Credits from other normal schools or teachers' colleges of equal rank with The State Teachers College of Colorado are accepted, hour for hour. Credits from reputable colleges, and universities, are accepted at their original value.

MINIMUM TERMS IN RESIDENCE.

No diploma of the College is granted for less than three terms of work in residence.

No person who has already received one diploma from this institution will be permitted to receive another diploma until such person shall have earned the full number of credits required for such diploma, and completed not less than one full additional term of residence work in this institution.

ADMISSION TO THE SENIOR COLLEGE.

Graduates from the Junior College of The State Teachers College of Colorado are admitted to the Senior College.

Graduates of other colleges, who have earned one of the regular academic degrees, are admitted to the Senior College without examination,

and may receive advanced standing for a large part of the work done in the third and fourth years of the College. These applications for advanced standing must be treated individually and credit granted by the Dean as each case merits.

REQUIREMENTS FOR GRADUATION.

One hundred and twenty term-hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. With the exception of the Teaching only 15 term-hours of academic work are required: namely, Education 18a, 18b, and 18c; Sociology 4, 5, and 6; and Teaching 4, 5, 6, and 7. One of these three-hour courses in Education must be taken in the third year, and one two-hour course in Sociology.

Four terms of teaching are usually required in addition to that done in the Junior College—two terms in the third year and two in the fourth. No student will be granted a diploma of the College without teaching at least three terms.

The Superintendent of the Training Department may, at his discretion, accept teaching done in other schools to satisfy the requirements in practice teaching.

DIPLOMAS AND DEGREES.

At the end of the fourth year of study, the student having earned credit for 120 term-hours in the Senior College, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Arts (A.B.) in Education, will be conferred upon the graduate.

MAJORS.

Senior College students may earn a major notation in some department or group of departments. In the Senior College not less than 40 nor more than 60 term-hours are required as a major. At least half of this major work must be done in the Senior College. For example, a student having completed work for a major in the Junior College by earning 30 term-hours in a subject would have 20 more term-hours (one-half of the 40 required) to earn in the Senior College.

THE GRADUATE COLLEGE.

THOMAS C. McCracken, A.M., Dean.

The Graduate College offers advanced instruction leading to the degree of Master of Arts in Education. The principal aim of graduate study is the development of the power of independent work and the promotion of the spirit of research. *Every department of the College is willing to offer not only the courses regularly scheduled but others of research and advanced nature which the candidate wishes to pursue.* Each candidate for a degree is expected to have a wide knowledge of his subject and of related fields of work.

Persons holding the degree of Bachelor of Arts, Letters, Philosophy, or Science from a reputable institution authorized by law to confer these degrees, or holding any other degree or certificate which can be accepted as an equivalent, may be admitted as graduate students in The Colorado State Teachers College upon presenting official credentials.

The prospective student shall obtain the blank "Application for Admission" and send it to the Dean of the Graduate College for his approval before the opening of the term. Original credentials must be submitted with the application for admission. Such blanks may be secured by addressing The State Teachers College, Greeley, Colorado.

GENERAL PLAN OF WORK FOR THE DEGREE OF MASTER OF ARTS
IN EDUCATION.

General Requirements.

1. **Residence.** One year of work in residence at the College in advance of the requirements for the A.B. degree. This is three terms of work beyond a four-year college course. Students may satisfy the residence requirement by attendance for three summer terms under the conditions specified below.

2. **Units of Work.** A year's work shall be interpreted as sixty (60) term-hours. Forty-eight hours credit will be given for graduate courses pursued and twelve (12) hours credit for the Master's thesis which is required. Twenty (20) hours credit per term during the regular school year is the maximum, inclusive of the research involved in the thesis requirement.

3. **Special Interpretation of Graduate Work in Summer Term.** Graduate students shall receive for each graduate course pursued in the Summer Term a credit of three (3) hours, twelve (12) hours being the maximum credit per summer term, inclusive of research work in connection with the thesis. In the three summer terms of residence work the student may earn thirty-six (36) hours credit; the remaining twenty-four (24) hours may be earned in non-residence in the intervals between Summer Terms. This organization of the work for students who cannot attend for one year of three consecutive terms is regarded as preferable to the distribution of the work thru four or five summer terms. If the

work is not completed within three years, new conditions may be imposed upon the candidates or the old conditions may be modified. In no case, however, shall fewer than 36 hours of residence work satisfy the requirements for resident study.

4. The Nature of Graduate Work.

(1) *It shall be in professional lines of work.* In keeping with our function as a Teachers College, graduate work shall be confined to professional lines of work.

(2) *It shall represent specialization and intensive work.* As soon after enrollment as possible, the graduate student shall focus attention upon some specific problem which shall serve as the center for the organization of his year's work, including courses to be taken and special investigations to be conducted. *No graduate credit will be given for scattered and unrelated courses.*

(3) *Thesis.* Research work culminating in the writing of a thesis upon some vital problem of education shall be an integral part of the work for the Master's degree.

(4) *Breadth and range of professional outlook.* In addition to the intensive and specialized work which is required of candidates for the Master's degree, they are expected to know the fundamentals of professional education.

(5) *Final examination upon the whole course.* There will be a final examination, oral or written, upon the whole course. An oral examination of two hours' duration is customary. This examination will cover the following ground: (a) The field of the thesis and special research, including topics closely related thereto; (b) The field covered by the special courses taken by the candidate; (c) The general field of Psychology and Education.

General Information.

1. All graduate students must register with the Dean of the Graduate College. All courses taken, both resident and non-resident, must be approved by him in advance.

2. No graduate student may enroll for more than twenty (20) hours work in any regular term, nor for more than four courses, of a total credit value of twelve (12) hours in the Summer Term. This regulation is essential to the maintenance of the standard of intensive work for the Master's degree. In determining the maximum amount of work permitted, research upon the thesis topic must be included within the limit stated. To this end, the student doing research work upon his thesis topic must enroll for the same.

3. All work allowed as resident work toward the M.A. degree shall be done in residence at this institution except when it is done by specific arrangement with the Dean of the Graduate College of this institution under the direction of one of the regular summer exchange professors (*e. g.*, Dr. Hall) in institutions of collegiate rank of whose faculty they are members.

4. In order that the standard of intensive and specialized work for the Master's degree may be maintained, no graduate credit will be given for elementary courses, for scattered and unrelated courses, for public platform lectures or public platform lecture courses, for courses in which the element of routine is large as compared with the theoretical and professional aspects.

5. Excess A.B. work may be applied toward the M.A. degree only when arrangement is made in advance with the Dean of the Graduate College so that he may see that the work is made of M.A. standard and that it is in line with the specialization necessary for the M.A. degree.

6. Five-hour summer courses of the A.B. standard may be allowed to be applied as M.A. work for three hours credit only when approved in advance by the Dean of the Graduate College subject to conditions formerly adopted.

7. The courses which may be taken for graduate credit must be of an advanced character, requiring intensive study and specialization. Certain approved courses in the Junior and Senior Colleges may be pursued for graduate credit; but, when so taken, the character of the work done and the amount of ground to be covered must be judged by a higher standard than that which applies to the regular Junior or Senior College student. The standard of intensive work set for the graduate student must be maintained even if special additional assignments have to be made to the graduate student who works side by side with the Senior College student.

8. Satisfactory teaching experience shall be regarded as a prerequisite to graduation with the Master's degree. Teaching in some department of the college or its training school may, under certain conditions, be included in the graduate work of candidates for the Master of Arts degree. Routine teaching will not be recognized for graduate credit. Mere experience in the practical activities of teaching is not adequate. When graduate credit is given to teaching, this work must be of an advanced character, so organized, controlled, and supervised as to insure some decided growth of the teacher in the scholarship of the subject or professional insight into its value and problems.

9. Fifteen hours' credit toward the M.A. degree shall be the maximum amount allowed to be earned in a regular school year by anyone who is employed on full time, except upon the recommendation of the Dean of the Graduate College and the approval of the Council of Deans.

10. A class admission card similar to that used in under-graduate work but of different color shall be used for admission to class in order to indicate clearly to the instructor that the student is to do graduate work. This card should be approved by the Dean of the Graduate College as well as by the Dean of the College.

11. Instructors who have graduate students in their classes shall report in writing to the Dean of the Graduate College their statement of extra work for such students.

12. Graduate credit for leadership of group work with non-resident students shall be given only when approved in advance by the Dean of the Graduate College and the Dean of the College.

13. Final work toward the M.A. degree shall be done in residence and under the supervision of the Dean of the Graduate College unless special permission to do it in non-residence has been granted by the Council of Deans and upon the recommendation of the Dean of the Graduate College.

14. All work for the M.A. degree shall be done with distinction; work barely passed shall not be considered worthy of such an advanced degree.

15. The thesis subject of the graduate student must be approved in advance by the Dean of the Graduate College and by the head of the department concerned. Before the degree is conferred the thesis as a whole, and in detail, must be approved by the head of the department or the instructor under whose direction the thesis work has been done and also by the Dean of the Graduate College. Also three typewritten copies of the thesis must be placed on file with the Dean of the Graduate College, one copy of which he shall place in the Library for permanent reference.

16. Before the candidate for the Master of Arts degree is admitted to final examination the thesis requirement must be met in full, or the thesis must be in such a state of readiness that only minor reconstructions need to be made, which will not delay its being put in final typewritten form for filing before the end of the term in which graduation falls.

17. The final examination will be presided over by the Dean of the Graduate College and conducted by the head of the department in which the candidate has done the main part of his work. All other members of the faculty under whom the candidate has taken courses counting toward the Master's degree shall be given an opportunity to participate in the examination. An official visitor, or official visitors, from outside the department in which the candidate has specialized shall be appointed to attend the examination.

Directions as to the Form of the Thesis.

Students submitting theses, should present them in typewritten form, upon paper of good quality, of customary size ($8\frac{1}{2} \times 11$), leaving a margin at the left adequate for binding—fifteen points by the typewriter, twenty if the manuscript is thick. One copy of the thesis will be bound for the library by our bindery at the student's expense.

A title page should be prepared containing in neat lettering at the top the name of the institution THE STATE TEACHERS COLLEGE OF COLORADO; below this at some distance the title of the thesis, about the middle of the page the statement: A THESIS SUBMITTED IN CANDIDACY FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION; at a lower level of the page the author's name; and at the bottom the address, and the year.

All theses should contain a brief analysis or table of contents at the beginning; should give footnote references to literature quoted by author, title of book or article, and exact page; and should contain at the end a bibliography of the literature of the subject. In giving bibliographical material, the customary form of publishing houses should be used, which is quite uniformly that of the author first, followed by title, price, copyright date, and publisher, and in case of magazine references, this by title of magazine, volume or date and page.

Fees for Graduate Courses.

Fees for graduate students in the Summer Term and in the regular school year will be on the same basis as fees for all others. For that part of the work which may be done in non-residence the fees are fixed at one dollar (\$1.00) for each term hour of credit. This would mean that for a course in which recitations occur five times a week for one term the fees would be five dollars (\$5.00); for four such courses the fees would be twenty dollars (\$20.00). Students doing graduate work should expect to buy some of the books which they need. The binding of the thesis required for filing in the library will be charged to the student at cost.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

GEORGE EARL FREELAND, A.B., A.M.

Courses Primarily Junior College.

1. **General Psychology.** Required in Junior College. The various forms of human behavior will be described and explained. Three Sections. Mr. Freeland.

2. **Educational Psychology.** The purpose of the course is to solve educational problems with the aid of psychology. Three sections. Dr. Heilman.

Courses for All But First Year Students.

3b. **Child Study.** The mental development of the child.

Dr. Heilman.

6. **Mental and Educational Tests.** The tests are designed to measure the child's intelligence and the efficiency of his school work.

Mr. Freeland.

Conference Course for Graduate Students.

9. **Advanced Psychology.** A comprehensive thesis will be required on some specific subject. Examples: formal discipline, mental and physical tests, sex hygiene, adolescence, speech defects, defective children, retardation, etc.

Dr. Heilman.

EDUCATION.

THOMAS C. McCracken, A.M.

FRANK L. WRIGHT, A.M.

JOHN R. BELL, A.M.

SAMUEL MILO HADDEN, A.M.

J. F. KEATING, A.M., Summer 1916.

S. S. PHILLIPS, A.B., Summer 1916.

H. M. BARRETT, A.M., Summer 1916.

JOSEPH I. REECE, A.M., Summer 1916.

The work of this department, altho having to do primarily with fundamental theory underlying the educative process, shows also how such theory is of practical value to the teacher. The teacher needs a theoretical background for her work and a broad acquaintance with all fields of educational activity. The purpose of the courses offered is to meet these needs.

Courses Primarily Junior College.

9. **Theory and Practice of Teaching.** Open to Senior College students. This course will treat of principles of instruction, discipline, and details of class-room management as they are applied to the conditions of the elementary school. The work of the course will consider the practical problems of the class-room in their relation to the life of the community.

Mr. Phillips.

11. **Principles of Education.** Required second year. Open to Senior College students who have not had its equivalent. This course is designed to set forth the theory of aims, values, and content of education; the place of a scientific basis in education; the relation of schools to other educational agencies; the social limitations upon the work of the schools; and the process of learning and teaching.

Mr. Wright and Mr. Keating.

24. **School Administration.** Open to Senior and Graduate College students. This course will deal with school and class-room management, and is designed to meet the needs of supervisors, principals, and class-room teachers. Each student may make a special study of the problem in which he is particularly interested. Problems peculiar to superintendents and supervisors in villages and small cities will be considered.

Mr. Keating.

26. **The Rural School Curriculum and the Community.** See Department of County Schools.

27. **General Education.** A non-credit course except for Senior and Graduate College students upon permission of the Head of the Department of Education. This course will consist of a series of daily lectures by men eminent in the field of education. Class notes, special readings, reports, and theses will be required of those taking the course for credit. Lecturers: Dr. G. Stanley Hall, Dr. Edward A. Steiner, Dr. Samuel C. Schmucker, Dr. S. M. Crothers, Dr. E. A. Kirkpatrick, Dr. Edward Howard Griggs.

33. **History of Modern Elementary Education.** Open to Senior and Graduate College students. This course will be introduced by a brief review of the education of the Renaissance to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to such subjects as the development of the vernacular schools, the early religious basis of elementary schools, and the transition to a secular basis, together with the work of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbart, and Froebel.

Mr. Phillips.

Courses Primarily Senior College.

16. **Theory of High School Curriculum.** Open to Graduate College students. A discussion of educational values and the arrangement of studies to suit the age of the pupil. An attempt to eliminate waste material and to stress those courses that best prepare for life. A survey of experiments in the introduction of vocational courses in the curriculum of the secondary school; this will lead to a careful study of the various types of American secondary schools.

Mr. Bell.

20. **High School Administration.** Open to Graduate College students. This course will deal with the organization, management, and administration of high schools.

Mr. Barrett.

25. **Administration of Rural Schools.** See Department of County Schools.

Courses Primarily Graduate College.

12. **Current Movements in Social Education.** Open to mature students of the Junior and Senior Colleges upon permission of the instructor. This course will include such subjects as the following:—the school as a social center; open-air schools; vocational education; vocational guidance; the school survey; and other subjects of current interest.

Mr. McCracken.

23. **Research in Education.** Open to mature Senior College students upon permission of the instructor. This course is intended for advanced students capable of doing research in educational problems. Each student may choose the problem of greatest interest to him, provided sufficient opportunity is at hand for original investigation. The results of such research are to be embodied in a thesis. Credit hours will be given in accordance with the amount of work done. Conference course at hours convenient to the instructor.

Mr. McCracken and Mr. Wright.

29. ***Current Educational Thought.** Open to mature students of the Senior College upon permission of the instructor. This course is intended as a common meeting place for all graduate students, no matter what their line of specialization. The work of the course will consist of reviews and discussions of recent books in the various fields of education.

Mr. McCracken.

* The books used in this course, Summer 1916, will not be the same as those used in Summer 1915.

34. American Education. Open to mature students of both Junior and Senior Colleges. A careful study will be made of typical methods of meeting educational needs in the colonies, of the growth of the public school idea, and of the spread of the public school system. Attention will be paid to various features of our American school system in the present status of development. Mr. Wright.

41. Master's Thesis Course. The student who expects to work upon his Master's thesis will register for this course, no matter for what department the thesis is being prepared. Mr. McCracken.

42. Administrative and Social Aspects of Education. Open to mature students of the Junior and Senior Colleges upon permission of the instructor. The plan of this course comprises a comparative study of contemporary school organization and administration, with special reference to underlying social and economic problems. Mr. Keating.

17. Vocational Education. Mature students of the Senior College may take this course if granted permission by the instructor. This course has for its purpose the interpretation of the subject from the artistic, industrial, and commercial standpoints. Mr. Hadden.

THE TRAINING DEPARTMENT.

DAVID DOUGLAS HUGH, A.M., Dean.

High School.

JOHN R. BELL, D.LITT., Principal.

RAE E. BLANCHARD, A.B., English.

J. F. KEATING, D.LITT., Grammar, Summer 1916.

J. R. MORGAN, A.B., Spanish and English, Summer 1916.

MARK K. SWEANEY, A.M., Mathematics, Summer 1916.

KEITH C. MORSE, A.B., Science, Summer 1916.

JEAN CROSBY, A.B., History and Civics.

FRANK W. SHULTIS, A.M., Bookkeeping and Commercial Arithmetic.

EDNA WELSH, Pd.B., Typewriting.

S. S. PHILLIPS, A.B., History, Summer 1916.

H. M. BARRETT, D.LITT., Latin, Summer 1916.

MARGARET JOY KEYES, A.B., Physical Education.

FLORENCE REDIFER, A.B., Cooking.

GLADYS IRENE SCHARFENSTEIN, Ph.B., Sewing.

C. M. FOULK, Pd.B., Manual Training.

Elementary School.

WILLIAM B. MOONEY, A.B., Principal and Eighth Grade Training Teacher, Summer 1916.

JENNIE LIND GREEN, Seventh Grade Training Teacher.

AMY R. FOOTE, A.B., Sixth Grade Training Teacher.

FRIEDA B. ROHR, A.B., Fifth Grade Training Teacher.

CELIA M. LAWLER, A.B., Fourth Grade Training Teacher.

MABEL AUGUSTINE, Pd.M., Third Grade Training Teacher, Summer 1916.

BELLA B. SIBLEY, A.B., Second Grade Training Teacher.

KATHRYN M. LONG, A.B., First Grade Training Teacher.

MILDRED DEERING JULIAN, B.S., Kindergarten Training Teacher.

The Training School of State Teachers College includes the complete public school unit from the kindergarten to the high school, inclusive. It consequently affords opportunity for practice teaching and observation of classes in practically all grades and subjects to be found in public school work. It also provides courses upon various practical phases of school work, such as the organization of the curriculum and the principles and methods of instruction. The observation of classes in the Training School and a discussion of the merits of the lessons observed will form an organic part of most of the courses listed below.

Courses for High School Credit.

An Ungraded School for Adults. Classes are organized in the High School for mature students who have not completed a high school course. The work will be evaluated according to the strength shown, and the indi-

vidual will be classified after sufficient time has elapsed, in accordance with power demonstrated, without the necessity of completing each omitted step.

Review Courses. A department of reviews has been established in the High School, whereby teachers wishing to take the fall examinations, may receive not only a thoro review of the common branches but also instruction in the latest and best methods of teaching the same. Full credit will be given for this work in the High School.

Courses Primarily Junior College.

1. Observation in the Training School. Required in the Junior College. This is not offered as a separate course during the summer term, but any starred course listed below will be accepted as a substitute. Industrial Arts 5 is also offered as a substitute for students in that department.

2. Elementary School Teaching. This consists of teaching one period a day under the supervision of a Training Teacher. Required in the Junior College unless ample evidence of adequate training in teaching is furnished. Required also in the Senior College of those who do not satisfy the requirements for high school teaching. Those needing this course for graduation this summer must correspond at once with Mr. Hugh.

5. Primary Methods*. Lectures on the nature of the child, the basis of the selection of material, and the relation of subject-matter to method. Outlines of subject-matter are given in detail. Classes of children are used in illustrative lessons. Emphasis on first grade work.

Miss Long.

6. Primary Methods*. A brief comparison of courses of study in leading cities in United States, and of our own and other Training Schools. Many devices for teaching the subjects of the primary curriculum. Related especially to second grade work. Illustrative lessons.

Mrs. Sibley.

7. Third and Fourth Grade Methods*. A consideration of subject-matter and methods of presentation suitable for third and fourth grade children. Demonstration lessons.

Miss Lawler.

8. Fifth and Sixth Grade*. A study of the fundamental needs of children of this age, and how the subject-matter may be made to function in their lives. The testing of results. Demonstration of typical lessons.

Mr. Mooney.

9. Seventh and Eighth Grade Methods*. This course will deal with the instructive tendencies and dominant interests of grammar grade children, and the fitness of subject-matter and methods of instruction for this age. Illustrative class work.

Miss Green.

15. Story Telling. A study of the different classes of stories suitable for children with practice in story telling.

Miss Augustine.

* Accepted for Training School 1, Summer 1916.

36. **Construction in the Kindergarten.** A study of problems and practice in presenting them. Centering the work with the different materials about these problems. Miss Julian.

Courses Primarily Senior College.

37. **The Kindergarten Program.** A study of the different materials of the kindergarten curriculum together with the detailed organization of these materials. Miss Julian.

40. **High School Teaching.** Required in the Senior College of students preparing to be high school teachers, unless they can show satisfactory evidence of having had such training. Applications for this summer should be made at once to Mr. Hugh.

29. **Kindergarten Seminar.** Primarily for Senior College and Graduate College students. Hours to be arranged. Miss Julian.

COUNTY SCHOOLS.

JOSEPH H. SHRIBER, A.B., Director.

This department recognizes that the rural problem is essentially the problem of the rural school, because it is the agency of education, and a natural center for organized community service. The object of the courses offered here is to prepare county teachers for community leadership and to assist in the proper organization and management of the type of school found in the open country. However, every effort consistent with existing conditions and lasting progress, shall be made to point out the importance of reorganizing the county educational system upon a principle that shall lead to centralization. While the new conception of a new school is in process of formation we must make the best of the present situation. Whatever may be the organization, equipment or skill in management, good teaching is the fundamental source from which the product of our schools can be judged. The rural teacher, especially, on account of limited time and a crowded curriculum should have a clear-cut knowledge of the subject-matter he teaches. It shall be the chief aim of the department to stress the importance of academic preparation, a professional training that relates the child closely to the teaching process, and of making the county school of the future a dynamic force in the community.

Courses Primarily Junior College.

Education.

26. **The Rural School Curriculum and the Community.** Open to Senior College students. This course will treat of the problems of the teacher who desires to instruct country children in terms of their own environment. Methods and materials for such instruction will be outlined and discussed. Ways and means whereby stereotyped courses of study, in the various grade subjects, may be vitalized and made more significant to country children will be sought. Mr. Shriber.

12. **Rural Sociology.** See Department of Sociology.

6. **County School Methods.** The application of methods to a rural school, the organization of material, class room management, and effective presentation will be discussed. This course will aim to discover points of difference between the graded and the ungraded school in respect to the utility of pertinent methods used in teaching the various subjects in a rural and village school. Mr. Shriber.

Primarily Senior College.

25. **Administration of Rural Schools.** Open to mature Junior College students upon permission of the instructor, and to Graduate College students. This is a course in the study of rural education, which aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of country life. It will include studies and special researches in the various phases of reconstruction and enrichment

of rural education. A discussion of forward movements in legislation as they affect the life of the farm and the education of country children.

Mr. Shriber.

Public School Subjects.

Students taking these courses will receive credit in the High School Department of the Teachers College. See High School Department.

1. **History and Civics.** Primary emphasis is placed on the subject matter of History and Civics in this course.

Mr. Phillips.

2. **Grammar.** A thorough review of the essentials of grammar will be given, including functional values, sentence structure, and literary interpretations.

Mr. Keating.

3. **Arithmetic.** The principal operations and the application side of arithmetic will receive special emphasis; decimal and common fractions, measurements and the applications of percentage. Practical farm problems and their use in vitalizing the subject will be considered.

Mr. Shultis.

4. **Geography.** A review of the subject-matter of geography is given. The central idea is the description of the earth's surface as the home of man.

5. **Physiology and Hygiene.** This course will give special attention to the subject-matter of physiology and hygiene.

Mr. Morse.

6. **General Science.** See Department of Physical Science.

Mr. Abbott.

NOTE. Courses in orthography, reading, writing, and school law will be given if there are any students desiring work in these subjects.

For vocational subjects such as Manual Training, Domestic Science, Agriculture, and Sewing, see Department of Practical Arts.

BIOLOGY.

LEVERETT ALLEN ADAMS, PH.D.

JOHN C. JOHNSON, A.M.

Courses Primarily Junior College.

5. Bird Study. A study of the common birds of Greeley and the state. Takes up their habits, life history, home, food and economic importance. Meets Tues., Wed., Thurs., Fri. An early morning trip lasting until eight o'clock every Saturday. Chapman's Color Key to North American Birds is used in this course. Bring a copy if possible. Field glasses are very convenient.

Mr. Adams.

Biol. 2. Bionomics. Required in the Junior College. This is required in the first year. It is a study of some of the fundamental facts and laws of Biology that may be valuable in teaching. It forms a basis for the intelligent study of other educational subjects. It considers the Evolution doctrine, cell life, problems of fertilization, maturation and embryology. Mendel's Law, formation and organization of tissues.

Mr. Johnson.

Zool. 2. Bacteria, Prophylaxis, and Hygiene. A study of (1) Bacteria, where they are found, what they are, how they live and grow, useful bacteria, parasitic and disease-producing bacteria; (2) Prophylaxis, how disease is spread, methods of prevention, immunity, disinfection, inspection; (3) Hygiene, of person, home and school room.

Mr. Johnson.

Courses Primarily Senior College.

Biotics 1. Biotics in Education. History of the Human Body. Takes up the history of the human body and its derivation and something of its evolution. History of some of the more important prehistoric men. Prerequisite, Biol. 2. Wilder's "History of the Human Body" used. Bring one.

Mr. Adams.

Biotics 2. Biotics. Heredity in Education. A study of Heredity and its relation to education. It takes up the problems of heredity and considers some of the new movements for the betterment of the human race. Thomson's Heredity is used in this course with other texts.

Mr. Adams.

Primarily Graduate College.

14. Advanced Biotics. Graduate students and other students of maturity. Special topics of interest to the teacher will be taken up in an intensive way. Subject-matter to be drawn from some of the problems in Heredity, Eugenics, and Genetics. A seminar course to meet once a week for two hours. Three hours credit, or credit according to work done.

Mr. Adams.

PHYSICAL SCIENCE.

FRANCIS LORENZO ABBOTT, B.S., A.M.

Courses Primarily Junior College.

7. **General Science.** A course, complete in one term, dealing with the facts of Physics, Chemistry, Zoology, Physical Geography, etc., such as are needed by the rural teacher. Intended in the main to meet the requirements of those who take the county examination in general science.

1. **Elementary Chemistry.** The usual beginners' college course in chemistry. Theory and experiments.

2. **Quantitative Chemical Analysis.** The second term of college chemistry. Separating and identifying the common elements. Prerequisite, Chemistry 1.

Courses Primarily Senior College.

4. **Advanced Physics.** Radio-Activity and Wireless Telegraphy. To have a clear conception of Radio-Activity one must clearly understand the nature of Kathode rays. We are equipped to fully illustrate the nature of Kathode and X-rays. This is followed by discussions of the Radio-Active substances, the disintegration products of Radium and Radium-Emmations. The X-rays and the Canal Rays are closely associated with Kathode rays and must be studied.

Courses Primarily Graduate College.

12. **Theory of Relativity.** Comprehensive review of the Hypothesis of the Ether and the structure of matter, showing the necessity for the theory of Relativity. By conference.

13. **History and Methods of Physics Teaching.** Much of this course must be original work. By conference.

GEOGRAPHY AND GEOLOGY.

GEORGE ALEXANDER BARKER, B.S., M.S.

The work given in this department aims to prepare the student for geography teaching from the standpoint of organization of subject-matter. The endeavor will be made in all the courses to sift and sort the material so that the frame-work of the science of geography will stand out plainly, rather than be buried in an unorganized, unrelated heap of facts.

Courses Primarily Junior College.

2. **Physical Geography.** A course designed for those who have not had physical geography in the high school. The laboratory and field sides of the subject will be stressed.

12. **Geography Method.** A course largely based on the geography course in the State Course of Study. A library course with some field work. This is the geography method course corresponding to Course 1 in the older catalogs.

Primarily Senior College.

3. **Climatology.** A study of climate and weather from both the observation side and the side of method of class presentation. The great climatic provinces in America will be illustrated by temperature and rainfall data and the corresponding provinces in the other continents will be classified by the American climatic province which parallels their conditions. This data will be largely tabulated by means of curves and block diagrams.

Primarily Graduate College.

15. **Geography of Australasia.** A study of that isolated corner of the earth's surface, bringing out the geographic laws that have controlled the plant, animal, and human expansion in Australasia.

MATHEMATICS.

GEORGE WILLIAM FINLEY, B.S.

FRANK W. SHULTIS, A.B., A.M.

The department aims at the presentation of all work from the standpoint of those who expect to teach. The underlying principles of each subject are carefully developed and at the same time questions of method are given a place commensurate with their importance.

Courses Primarily Junior College.

1. **College Algebra.** A careful review of the principles of elementary algebra and a continuation of the consideration of the graph, complex number, and theory of equations. Mr. Finley.

3. **Trigonometry.** The solution of the right triangle, a development of formulas, and the oblique triangle. Mr. Finley.

8. **Methods in Arithmetic.** The modern tendencies in the teaching of arithmetic together with a detailed discussion of the best ways to present the subject in the grades. Mr. Shultis.

8a. **Arithmetic for Teachers.** This course is intended for those who feel the need of a more thoro knowledge of the subject matter of arithmetic. Mr. Shultis.

3. **Arithmetic for Country Schools.** See Department of County Schools.

Courses Primarily Senior College.

4. **Analytics.** An introduction to the broad field of higher mathematics with a view to enlarging the equipment of the future teacher of secondary mathematics.

9. **Algebra and Geometry for Teachers.** Open to Graduate College. A rapid review of the fundamental principles of algebra and geometry with the aim of giving that clear logical knowledge so much needed by a teacher. Mr. Finley.

Primarily Graduate College.

5. **Differential Calculus.** An introduction to the powerful subject of the Calculus. This course is to be arranged for by conference.

Mr. Finley.

SOCIOLOGY AND ECONOMICS.

GURDON RANSOM MILLER, A.M.

EDGAR DUNNINGTON RANDOLPH, A.M.

JOHN A. SEXSON, A.B., Summer 1916.

From the viewpoint of Education this department aims to make evident to its students the close relation between the Science of Education and the subject-matter of Anthropology, Sociology, and Social Economics. All our courses lay stress upon these relationships.

However, any of our courses will prove of large value to any students specializing in Sociology or Economics. University or college students or graduates, interested in particular phases of Sociology, or any students interested in Social Reform Movements, or Social Settlement Work, should consult the head of this department for advice in electing courses.

20. The Consumption of Wealth. An advanced course in Social Economics; a constructive analysis of the modern tendency to subject the consumption of wealth to scientific treatment, emphasizing the human costs of production versus the human utilities of scientific consumption; a human valuation. Elective for all Senior College and Graduate College students.

Mr. Miller.

28. Principles of Social Progress. A study of the basal principles of Social Evolution and Social Progress; consideration of present social tendencies; and speculations as to future social control. Elective for all Senior College and Graduate College students.

Mr. Miller.

3. Educational Sociology. Required in Junior College. A course for teachers in applied sociology; modern social institutions; changing social ideals; social reforms, and their relation to schools, curricula, and teaching.

Mr. Randolph and Mr. Sexson.

21. Methods and Aims of Organized Social Work. A course in modern philanthropy, opening with data to show the nature and extent of the problems involved; passing to a survey of the methods gradually evolved; and closing with consideration of the principles underlying present programs.

Mr. Randolph.

24. Problems and Methods of Child Welfare. A course dealing with the present conception of social responsibility for the well-being of children; the factors behind the shifting of effort from remedial to preventive measures; and the evolution of present methods and aims. A survey of the various agencies and institutions that attempt to meet the diverse needs of more or less hapless children.

Mr. Randolph.

12. Rural Sociology. A study of rural social conditions; a scientific sociological study of modern changes in country life, and the organization and direction of rural education as a positive power in rural progress.

Mr. Sexson.

HISTORY AND POLITICAL SCIENCE.

EDWIN B. SMITH, B.S.

JOHN A. SEXSON, A.B., Summer 1916.

Courses Primarily Junior College.

3. **History of the United States (1861-1916).** Civil War and reconstruction; economic and diplomatic problems; development of the West; civil service and economic reform; industrial combinations; imperialism; party policies; Wilson's administration; foreign complications.

Mr. Sexson.

9. **Civics—National Government.** Government of American colonies; process of union; independence; Articles of Confederation; Federal Constitution; states' rights theory; party organization and party government; primary legislation; government serving the people.

Mr. Smith.

13. **Methods in History.** Development of history instruction in schools; history as taught in schools today; methods of study, presentation, and material.

Mr. Smith.

Courses Primarily Senior College.

6. **History of Germany.** Early people; conditions before the Reformation; development of the German Empire; German people at present; German institutions; The European War; Germany of to-day and conditions traceable to that country.

Mr. Smith.

10. **Industrial History of United States.** Industrial conditions of Europe leading to discovery and exploration; English Industrial conditions affecting the colonies; revolutionary period; industrial America after independence; westward movement; slavery; recent industrial movements.

Mr. Smith.

Primarily Graduate College.

15. **American Constitutional Law.** Modern theories of political self-government; personal, property, and political rights of the individual; powers of the Federal Government.

Mr. Smith.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, A.B., PH.M.

ADDISON LEROY PHILLIPS, A.B.

RAE E. BLANCHARD, A.B.

The Department of Literature and English gives three sections of the required course English 1 for the accommodation of those Junior College students who wish to meet that requirement during the Summer of 1916. In addition to this, one course in methods and four literary courses are scheduled.

Courses Primarily Junior College.

1. **Grammar and Composition.** The purpose of this course is to give some practice in writing under careful direction, and to teach those facts about sentence structure that every teacher needs to know in order to guide herself in the use of English in school, and in judging the correctness of her own writing and speaking. Three sections.

Mr. Phillips and Miss Blanchard.

10. **American Literature.** The development of literature in America illustrated by assigned readings in the literature itself.

Mr. Phillips.

Courses Primarily Senior College.

1a. **The Functional Teaching of English Grammar.** Outlines of the functional method of teaching grammar. This will involve going over the details of English grammar. The course may be taken by mature Junior College students. By doing additional theme writing such students may substitute the course for the required English 1. Senior College and Graduate students are not required to write themes, but they will be asked to do an assigned piece of original investigation into the speech habits of children.

Mr. Cross.

13. **Tennyson and Browning.** A comprehensive reading course covering the more significant works of these two great poets of the second half of the Nineteenth Century.

Mr. Phillips.

15. **Modern Plays.** The development of the drama, Continental, English, and American, since Ibsen. Each student will read a number of representative modern plays.

Mr. Cross.

19. **Shakespeare, Selected Comedies.** It is fitting that students should manifest a renewed interest in Shakespeare in this year, the tercentenary of his death. The course offered here is a reading of a few of the best plays belonging to his period of joyous comedy.

Mr. Cross.

Graduate College.

30. **Conference.** Students doing work toward the degree of Master of Arts in English will register in English 30. Here they will get their assignments for reading and meet their instructor for consultations and criticism. By appointment.

Mr. Cross.

READING AND INTERPRETATION.

FRANCES TOBEY, B.S.,

The courses in reading take cognizance of the cultural as well as the practical value that reading, as an art, offers:

a. Facility in mastery of the printed page, ready visualization and instant realization of units of thought.

b. Training in discriminating analysis of a piece of literature as an art unit.

c. Personal culture thru an approximately adequate response (vocal, bodily, imaginative, volitional) to a wide range of beauty and truth in literature. This end is sought thru devotion to the social ideal of revelation.

d. Mastery of principles and methods of teaching.

Courses Primarily Junior College.

2. **Reading in the Grades.** The careful organization and presentation of content in a reading lesson. Problems offered by the average reading class in the grades.

6. **Dramatic Interpretation.** A study of the sources of dramatic effect. The analysis and the presentation upon the campus of a play (probably "A Midsummer Night's Dream").

1. **The Evolution of Expression.** A systematic, directed endeavor to reflect, for the inspiration of the class, the spirit and dominant truth of varied literary units. Emphasis on personal power, manifested thru presence and address, in spontaneity, life, vigor, purpose, directness, poise. Analysis of simple literary units.

Primarily Graduate College.

16. **The Greek Drama.** Literary and Dramatic standards applied to Greek drama. The classical drama and world view (philosophic, social, religious, ethical attitudes). The intensive study and dramatic presentation of a Greek tragedy. By conference.

15. **The Festival.** Research and original work in the organization of significant festival programs. History, sociology, symbolism, the various arts. By conference.

MODERN FOREIGN LANGUAGES—FRENCH, GERMAN AND SPANISH.

EDWIN STANTON DU PONCET, PH.D.

JAMES R. MORGAN, A.B., Summer 1916.

The direct method is used in all courses in this department. A number of standard dictaphones have recently been added and will be used to aid in securing a better pronunciation. Le Cercle Français, El Club Español, and Deutscher Verein will hold regular meetings fortnightly.

Courses for Either Junior or Senior College.

(Graduate courses in the three languages may be offered by conference only.)

French 1. Beginners' Course. *Walter-Ballard's French Grammar*. Reading of *Assollant's L'Aventure du Célèbre Pierrot*, and *La Biche's La Grammaire*.
Dr. Du Poncet.

French 5. Intermediate Course. Reading of *Malot's Sans Famille*; *Daudet's Tartarin de Tarsacon*; *Marivaux's Le jeu de l'Amour et du Hasard*. Conducted entirely in French.
Dr. Du Poncet.

French 10. Advanced Course. *Les Femmes dans La Littérature Française*. Lectures on the lives of the leading feminine French novelists and the reading of *Sand's*, *de La Fayette's* and *de Stael's* principal works. Conducted in French.
Dr. Du Poncet.

NOTE. Courses numbered 5 and 10, that one will be given for which the greater number enroll.

German 1. Beginners' Course. *Manfred's German Grammar*. Reading of *Altes und Neues*, and *Elz's Er ist nicht Eifersüchtig*.
Mr. ———

German 5. Intermediate Course. Reading of *Gerstücker's Germelshausen*; and *Moser's Der Bibliothekar*. Conducted in German.
Mr. ———

German 10. Advanced Course. Studies in *Schiller's Wilhelm Tell*. Primarily intended for High School teachers in German. Lectures on the value of editions now available; the use of the "Fragen," and the best methods of teaching this text.
Dr. Du Poncet.

NOTE. Of the two courses numbered 5 and 10, that one will be offered for which the greater number enroll, with the understanding that both may be offered if the demand is sufficient.

Spanish 1. Beginners' Course. *Wagner's Spanish Grammar*; *Valera's Pájaro Verde*; *Du Poncet's La Tierra del Diablo*.
Dr. Du Poncet.

Spanish 5. Intermediate Course. *Newton's Spanish Daily Life*; *Larra's Partir á Tiempo*; *Escrib's Amparo*. Conducted in Spanish.
Mr. Morgan.

Spanish 10. Advanced Course. *Valera's Pepita Jiménez*; *Echegaray's Ó Locura ó Santidad*; *Bonilla's y San Martín's Historia de Literatura Española* to be used as a reference in writing biographical essays.
Mr. Morgan.

LIBRARY SCIENCE.

ALBERT F. CARTER, A.B., M.S.

2. **Reference Work.** The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases and reference manuals of various kinds, with comparisons of the several forms, their arrangement, etc. Also a study of indexes and aids. Public documents, their selection and use. Periodicals, etc. Practical questions and problems assigned.

MUSIC.

JOHN CLARK KENDEL, A.B., Director.

ADELINE HOLLOWAY, B.M., Sight Reading, Harmony.

NELLIE B. LAYTON, Pd.M., Piano.

JOSEPHINE KNOWLES KENDEL, Voice.

LUCY B. DELBRIDGE, Pd.M., Violin.

LEE M. LOCKART, Brass and Reed Instruments.

The courses offered by the department are of two kinds: (a) Courses which are elementary and methodical in their nature and are meant to provide comprehensive training for teachers who teach vocal music in the public schools. (b) Courses which treat of the historical, literary, and esthetic side of music and are meant for those who wish to specialize in school music and become supervisors.

Courses for the grade teacher and general student: Music 1, 2.

Courses for supervisors and those who combine music instruction with other subjects: Music 2, 5, 8, 10.

Courses which are cultural in their nature and meant for the general or special student: Music 10.

Private Instruction.

No instruction in voice, pianoforte or violin is provided by the school, but, if a teacher wishes to take up or continue the study of any of these special branches while attending the College, the opportunity will be given by the various instructors of the music faculty at scheduled rates.

All persons contemplating taking private lessons in music of any kind in the institution for credit should see the director of the department to make arrangements as soon as possible.

1. **A Course for Beginners.** (Open to Senior College students.) Notation, theory, sight-reading. The course is designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more efficiently.

2. Methods for the First Eight Grades. (Open to Senior College.) A very practical course for teachers in which the material used in the public schools is studied and sung, with suggestions as to the best ways to introduce all phases of the work. Prerequisite for this class Music 1 or its equivalent.

5. A Supervisor's Course in Music. Second year or Senior College. The material used in the grades and high school is taken up, and studied from a supervisor's standpoint. Actual practice in conducting works of a standard nature will be offered those interested in this course. Open to those majoring in the department.

8a. Harmony. Beginning Harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of given melodies. Work completed thru the harmonization of dominant discords.

8b. Harmony. A continuation of course 8a. The course presupposes a knowledge of work done in course 8a. Circle of chords completed, modulation, etc.

10. Methods in Appreciation. (Open to Senior College.) This course is planned to help teachers to present more intelligently the work in Appreciation of Music for which there is such a growing demand in all our schools. A careful graded course suitable for each grade will be given. The lives and compositions of the composers from Beethoven to Wagner are studied.

PHYSICAL EDUCATION.

ROYCE REED LONG, A.B.

MARGARET JOY KEYES, A.B.

The work of the department is planned to meet the needs of three classes of students: (1) For those desiring to prepare for teaching positions in Physical Education, or as playground directors. (2) For those who desire training in a few special physical training activities, and (3) For those who desire recreational activity for their own improvement or development while pursuing courses in other branches of education.

For qualified students it is possible to secure a departmental recommendation after completing satisfactorily four summers of work at the State Teachers College. The general requirements for such a recommendation are similar to those for major students during the regular session.

Required Work.

All students are required to take at least one course in Physical Education during four terms in order to graduate from any department except in cases of students who are in residence less than four terms, in which cases they will be held for one course each term in residence. Credit or non-credit courses will meet this requirement. Courses 2 and 16 are for major students and will not fulfill this general requirement.

Required Gymnasium Suit.

Those entering physical training classes are required to wear an approved gymnasium suit. For women this consists of a bloomer suit with suitable shoes. Those taking folk or esthetic dancing have ballet slippers and the accordion pleated circular skirts. The men may use a track or regular gymnasium suit.

2. **Applied Anatomy.** Anatomy as it relates to physical training, Junior or Senior College. Five periods, five hours. 10:20. Mr. Long.

3. **Light Gymnastics.** Class organization and conduct, free arm, dumbbell, wand, Indian club drills, and marching. Credit or non-credit. For non-credit regular attendance and progress in class; for credit at least one outside hour of preparation per day. Junior College. Five periods. 8:10-9:10. Mr. Long.

5. **Plays and Games.** Group and team games suitable for the school yard playground. Five periods. 7:00-8:00. Mr. Long.

6. **Children's Singing Games.** Junior College. Five periods. 10:20-11:20. Miss Keyes.

7. **Folk Dances for School and Playground.** Various national dances selected and arranged to meet the needs of schools and playgrounds. Credit or non-credit. Five periods. 8:10-9:10. Miss Keyes.

8. **Esthetic Dancing.** Tecnique of the dance. Plastic exercises; the development of bodily co-ordination and rythmed responses. Credit or non-credit. Junior or Senior College. Five periods. 7:00-8:00.

Miss Keyes.

9. Classical Dancing. Junior or Senior College. Advanced technique, classical dances. Prerequisite, Course 8. Credit or non-credit. Five periods. 11:30-12:30. Miss Keyes.

13. Play, Playground Organization and Conduct. Meaning of play, relation to mental and physical development, importance in moral and social training, relation to formal education, practical consideration as to organization, equipment, and administration of playgrounds. A course given in co-operation by Mr. Bell and Mr. Long. Credit course. Two lectures and three practice hours per week. Junior, Senior, or Graduate College. Five periods. 3:40. Mr. Long and Mr. Bell.

16. Anthropometry and Physical Examination. Practice in making the usual measurements; signs and symptoms of physical defects; discussion of principles as related to physical training. Course for men and women. Seaver's Anthropometry required as a text. Five periods. 1:45-2:45. Junior and Senior College. Mr. Long.

22. Athletics for Men. Team and group athletics. Games for boys and young men. Course is planned with needs of school principals and teachers in mind. Five hours. Junior and Senior College. 5:00-6:00. Mr. Long.

23. Recreation Course. Junior College. A recreational non-credit course for men and women in which numerous group and team games will be practiced. Opportunity will be given a limited number to play tennis and golf. Those desiring to play tennis or golf should arrange with the director at the beginning of the term. Daily, 7:00-8:00 p.m.

Mr. Long and Miss Keyes.

24. Research in Physical Education. Qualified Senior College and graduate students may elect a subject in research in Physical Education. The following subjects are suggested, but others, depending upon the student's interest and available materials, may be chosen:

(1) The status of Physical Education in the Schools of Colorado, with proposed plan for improvement.

(2) The Playground and Recreation movement. Its rise, growth, and present status.

(3) A Recreational Survey of a selected community, with a suggested plan for improvement.

(4) A Study of the Playground Games of different age periods, sexes, and races.

(5) Educational Athletics. Plan for a County or City School System.

By arrangement. Three or more hours, according to the piece of work accomplished. Mr. Long.

Major Subject—Physical Education. Students electing Physical Education as a major are expected to complete the following courses in addition to the general college requirements in Education: Physical Education, 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, and 16, with enough hours in other courses to complete 30 hours. Only students with a vigorous constitution and sound health are advised to elect this subject as a major, for without these essential requisites, success is impossible.

THE PRACTICAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

The Practical Arts Group includes the following departments: industrial art, printing, bookbinding, mechanical drawing, fine and applied art, domestic science, household art, commercial art, and agriculture. In all of these departments are offered majors and combination majors with other departments in the group and with other departments of the College.

INDUSTRIAL ART.

SAMUEL MILO HADDEN, A.M.

JOHN T. MCCUNNIFF, A.B.

CHARLES M. FOULK, Ph.D.

MAX SHENCK.

Courses Primarily Junior College.

5. **Methods in Practical Arts Subjects.** Required of all first-year students, and also of those in later classes who have not had its equivalent, who are majoring in the practical arts group, including manual training, art, home economics, printing, bookbinding, commercial art, and agriculture.

The course deals with the fundamentals of teaching practical arts subjects, which includes a study of materials and processes.

10. **Elementary Mechanical Drawing.** A course designed to give a knowledge of the use of drawing instruments and materials, geometrical drawing, elements of projections, straight lines and circles; problems involving tangents and planes of projections, development of surfaces, elementary isometric and oblique projections, simple working drawings and lettering.

Mr. McCunniff.

17. **Elementary Machine Design.** The development of the helix and its application to V and square threads; conventions of materials, screw threads, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings are made from simple machine parts, such as collars, face plate, screw center, clamps, brackets, couplings, simple bearings, and pulleys.

Mr. McCunniff.

8. **Elementary Art Metal.** A laboratory course dealing with the designing and constructing of sample artistic forms in sheet brass and copper. The aim is to create objects of artistic worth.

Mr. Hadden.

1. **Elementary Woodwork.** A course for those who have had little or no experience in woodworking. The use of tools is emphasized.

Mr. Foulk.

2. **Intermediate Woodwork.** This course is a continuation of Course 1.

Mr. Foulk.

Printing.

1. **Elementary Printing.** Intended to acquaint the student with the fundamental principles underlying the printing art. In this course the

student becomes efficient in hand composition, spacing out jobs, locking up forms, making a job ready for press and operating presses.

Mr. McCunniff.

2. Intermediate Printing. A continuation of the elementary printing designed to make the student more proficient in the lines already mentioned; rule work, designing programs, window cards, etc., underlaying and overlaying on the press, making ready half tones, two and three-color work and proofreading.

Mr. McCunniff.

Bookbinding.

1. Elementary Bookbinding. Tools, machines, materials, and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, gluing, rounding, backing, headbanding and lining of backs, cover materials, planning and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books.

Mr. Shenck.

2. Intermediate Bookbinding. The binding of books in half morocco and full leather, including such processes as: Tooling in gold and blank, edge gilding and marbling, and the making and finishing of cardboard boxes and leather cases.

Mr. Shenck.

Courses Primarily Senior College.

18. Advanced Machine Design. A study of the transmission of motion by belt and pulley, and gears and cams. Such curves as the involute, cycloid, and epicycloid are applied in the designing of gears. Sketches, detail, and assembly drawings are made of intricate pieces of machinery, such as the globe valve, vise, head stock lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines.

Mr. Hadden.

12. Elementary Architectural Drawing. This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in building construction in its application to work for barns, outbuildings and residences. It also includes the making of tracings, blueprints, and specifications. Prerequisite Course 10.

Mr. Hadden.

9. Advanced Art Metal. This course should be taken after Course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver. This course deals largely with the designing, decorating, and artistic coloring of metals. It also includes a short course in the chemistry of metal colors, and the use of lacquers for projection. Simple artistic jewelry is made the basis for the constructive work in this course.

Mr. Hadden.

19. Wood Turning. A course for those wishing to acquaint themselves with a knowledge of the working of a power lathe and its possibilities.

Mr. Foulk.

14. Care and Management. A course for those wanting to acquaint themselves with the art of caring for the equipment of a woodworking department.

Mr. Foulk.

Major Subjects—Teaching Industrial Art in Secondary Schools. Senior College requirement: Courses 7, 13, 16, 19, 24. The remaining courses necessary to satisfy the requirement of forty to sixty hours are to be selected upon consultation with the Dean of Practical Arts.

Major Subject—Teaching Industrial Art in Elementary Schools. Junior College requirement: Courses 1, 2, 3, 4, 6, 8, 10, 12, 15, and 19. The remaining courses necessary to satisfy the requirement are to be selected upon consultation with the Dean of Practical Arts.

Combination Majors.

This department upon consultation will arrange other combination majors within the department, also upon consultation with the other departments concerned, arrange combination majors, making such combinations as Manual Training and Physics.

FINE AND APPLIED ARTS.

WALTER F. ISAACS, B.S.

AGNES HOLMES, Pd.M.

Courses Primarily Junior College.

1. **Elementary Drawing and Design.** A wide range of problems in public school drawing is taken up in a brief manner to give the student a general knowledge of the subject. Those students who are taking their majors in the department lay a foundation for their future work, and others who elect the course find it an aid in their teaching. Mr. Isaacs.

2. **Applied Design.** The construction and decoration of notebook covers, desk pads, and similar articles; theory of design in its relation to useful objects; the application of original designs by block printing on curtains, tablerunners, or pillow covers. Miss Holmes.

5. **Water Color Painting.** Groups of still life objects and flowers are rendered in water color. The student is allowed freedom of technic, but a close study of color values is insisted upon. Oil painting also may be done in this class. Prerequisite: Course 3. Mr. Isaacs.

8. **Pottery, Handbuilt.** Vases, bowls, decorative tiles, etc., are made. The department is equipped with a modern kiln, and the work of students is fired and glazed. A variety of glazes with different colors is used. Embossed, incised, and inlaid decorations. Miss Holmes.

11. **Household Art Design.** Interior decoration. A study of good taste in common articles, costumes, etc. Original designs are executed by the student. Mr. Isaacs.

Primarily Senior College.

13. **Commercial Design.** Design considered in its relation to advertising art. Posters, cover designs, and various advertising problems are executed by the student. Lectures on the appreciation of newspaper, magazine, and book illustration. Drawing for reproduction. A course with direct bearing on life and industry, and essential in every course of study. Mr. Isaacs.

Requirements for a Major in Fine and Applied Arts. In the Junior College, courses 1, 2, 3, 5, 6, 9, 10, and 11 are required for major work.

COMMERCIAL ARTS.

JEHU BENTON WHITE, B.S.

Courses Primarily Junior College.

1. **Principles of Shorthand.** First six lessons in Gregg Manual, with supplementary exercises.

11. **Elementary Typewriting.** Beginning work in touch typewriting, covering position at the machine, memorizing of keyboard, proper touch, and correct fingering, with instructions in the care of the machine.

25. **Commercial Arithmetic.** A rapid review of common and decimal fractions will be given. This is followed by comprehensive treatment of percentage and its application. Only modern methods will be used.

Courses Primarily Senior College.

14. **Advanced Typewriting.** Speed practice, direct dictation, transcribing from shorthand notes.

4. **Dictation.** Review of principles, phrasing, dictation. Beginning office practice.

Junior College Requirement for a Major. Courses 1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15 are required for a major in Shorthand branch courses 21, 22, 23, 24, 25, 26, 27, and 28.

Combination Majors. This department upon consultation will arrange other combination majors within the department, also upon consultation with the other departments concerned, arrange combination majors, making such combinations as Manual Training, etc.

HOME ECONOMICS.

AUDREY B. MCINTOSH, Summer 1916.

FLORENCE REDIFER, A.B.

Courses Primarily Junior College.

1. **Elementary Cooking.** A study of the following articles of food is made from the standpoint of composition, nutritive value, growth or manufacture, marketing, adulteration, and methods of preparation: Fruits, vegetables, cereals, eggs, milk and beverages. Special emphasis is laid upon the principles underlying the processes of cooking.

3. **Fancy Cooking and Serving.** Open to Senior College students. Meals are planned, prepared and served at a given cost. Due consideration is given to diet suited to individual needs, varying with age, health, and activity. Proper balancing of the menu is studied and carried out in the practical work. Prerequisite: D. S. 1 and 2.

5. **Housewifery.** Open to Senior and Graduate College students. The place of the home and the homemaker in the economic world. Methods of organizing and conducting the affairs of the household, care of the house and its furnishings, and care of the family. Miss Redifer.

8. Methods of Teaching Domestic Science. Open to Senior and Graduate College students. A study of the problems of teaching Domestic Science in the elementary and high schools. It includes the arrangement of courses of study for schools, methods of presenting the subject-matter, planning of equipment, and laboratory management. Text-books are reviewed and lesson plans discussed. Miss Redifer.

HOUSEHOLD ART.

MERLE KISSICK, A.B., PH.B.
GLADYS SCHARFERSTEIN, PH.B.

Courses Primarily Junior College.

2. Elementary Dressmaking. Fundamental principles of garment construction with four problems based on drafted patterns. Lectures and laboratory. Miss Scharferstein.

8. Methods of Teaching. A study of various types of schools in relation to modern subject-matter in Household Art and methods of presentation. Lectures. Miss Kissick.

Courses Primarily Senior College.

5. Millinery. Study of basic design principles applied to the hat and silhouette with shop methods of construction. Lectures and laboratory. Miss Kissick.

9. House Decoration. An appreciation course in decorative elements with reference to the house and application to practical problems. Lectures and illustrative work in Model Cottage. Miss Kissick.

Primarily Graduate College.

20. Seminar. Individual work on research problems in the Household Art field. Conference. Miss Kissick.

BUSINESS ACCOUNTING.

FRANK W. SHULTIS, A.B., A.M.

The work offered will be of the same quality and amount as in the regular terms. The instruction will be individual, allowing each student to make all the progress he can.

Courses Primarily Junior College.

21. Elementary Accounting. Fundamental principles of double-entry bookkeeping.

22. Intermediate Accounting. Wholesale set.

23. Advanced Accounting. Corporation set.

AGRICULTURE.

CHARLES HALL WITHINGTON, M.S., A.M.

The large collection of plants growing upon the College campus, in the arboretum, in the gardens, and in the greenhouses, furnishes very rich illustrative material for classes in all agriculture and nature study subjects. As a laboratory for the study of landscape gardening the campus furnishes one of the finest in the state.

Courses Primarily Junior College.

3. **Nature Study.** The theory, practice, and materials of nature study. Designed to fit teachers for teaching nature study in the elementary schools.

Mr. Withington.

4. **School Gardening.** The meaning of the school gardening movement. The relation of gardening to nature study and elementary agriculture. The school garden as a laboratory of nature study and agriculture. The principles of landscape improvement applied to school and home grounds. How to beautify school and home grounds.

Mr. Withington.

5. **Elementary Agriculture.** This course is planned primarily for teachers in the rural and village schools. The subject-matter is selected and the work presented with this end in view. The course covers a year's work in elementary agriculture for the rural and village teachers. All laboratory work will be presented in such a way that it can be adapted to the needs of the individual teacher. Practical work is given in the greenhouse, field, and garden.

Mr. Withington.

Courses Primarily Senior College.

15. **General Entomology.** The study of our local insect fauna, together with the systematic relation and the identification of the orders and the more important families, genera, and species, and the habit and life histories of representative species.

Mr. Withington.

The State Teachers College of Colorado

PROGRAM—SUMMER TERM.

Time Designation.	Description.	Teacher.	Room.
7:00			
Zool. 5	Bird Study	Adams	101
Lat. 1	Elementary Latin	Barrett	211
Rural 4	Geography (H. S. Credit)	Bell	L7
Eng. 1	Grammar and Composition	Blanchard	212
Eng. 15	Modern Plays	Cross	108
Math. 3	Trigonometry	Finley	304
Ind. A. 14	Care and Management	Foulk	G1
Ind. A. 8 & 9	Art Metal	Hadden	G5
Psy. 2	Educational	Heilman	103
Art. 2	Applied Design	Holmes	G203
Art. 15	Methods in Supervision	Isaacs	G200
Biol. 2	Bionomics	Johnson	303
Tr. Sch. 37	Kindergarten Program	Julian	T100
Ed. 11	Principles of Education	Keating	102
Mus. 2	Methods in Music	Kendel	203
Phys. Ed. 8	Esthetic Dancing	Keyes	6
H. Art. 5	Millinery (2 Periods)	Kissick	T2
Phys. Ed. 5	Plays and Games	Long	6
Ed. 41	Master's Thesis Course	McCracken	114
Ind. A. 10	El. Mech. Drawing	McCunniff	G100
Ind. Arts 17	Elementary Machine Design	McCunniff	G100
Dom. Sci. 1	Elementary Cooking (2 Periods)	McIntosh	5
Span. 5	Intermediate Spanish	Morgan	301
Eng. 10	American Literature	Phillips	210
Soc. 21	Methods and Aims of Organized Social Work	Randolph	208
Soc. 12	Rural Sociology	Sexson	201
Bk. Bdg. 1	Elementary	Shenck	G105
Math. 8	Methods in Arith. (H. S. Credit)	Shultis	205
Hist. 6	History of Germany	Smith	104
Read. 2	Reading in the Grades	Tobey	202
Com. A. 25	Commercial Arithmetic	White	G201
Ed. 34	American Education	Wright	100
Ag. 4	School Garden	Withington	L13
8:10			
Phys. 4	Advanced Physics	Abbott	1
Geog. 3	Climatology	Barker	L7
Eng. 1a	Functional Grammar	Cross	108
French 5	Intermediate	Du Poncet	301
Ind. A. 1	Elementary Woodwork	Foulk	G1
Psy. 1	General Psychology	Freeland	103
Art. 1	El. Drawing and Design	Isaacs	G200
Tr. Sch. 36	Handwork in Kindergarten	Julian	T100
Ed. 24	School Administration	Keating	201
Phys. Ed. 7	Folk Dances for School and Playground	Keyes	6
Tr. Sch. 7	Third and Fourth Grade Methods	Lawler	T4
Phys. Ed. 3	Light Gymnastics	Long	6
Ed. 12	Current Movements in Social Education	McCracken	100
Soc. 20	The Consumption of Wealth	Miller	208
Tr. Sch. 8	Fifth and Sixth Grade Methods	Mooney	T201
Eng. 13	Tennyson and Browning	Phillips	203
Ed. 33	History of Modern Education	Phillips	G205
Soc. 24	Problems and Methods, Child Welfare	Randolph	210
Dom. Sci. 8	Methods of Teaching Domestic Science	Redifer	G202
Bk. Bdg. 2	Advanced	Shenck	G105
Co. Sch. 6	County School Methods	Shriber	102
Math. 8a	Arithmetic for Rural Teachers (H. S. Credit)	Shultis	205
Tr. Sch. 6	Primary Methods	Sibley	T200
Hist. 13	Methods in History	Smith	104
Read. 1	Evolution of Expression	Tobey	202
Com. A. 1	Elementary Shorthand	White	G100
Ag. 3	Nature Study	Withington	L13
Ed. 11	Principles of Education	Wright	101

PROGRAM OF COURSES.

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Time Designation.	Description.	Teacher.	Room.
9:20	General Lectures		
10:20			
Chem. 1	Elementary Chemistry	Abbott	302
Ed. 18a	Biotics	Adams	101
Tr. Sch. 15	Story Telling	Augustine	T4
Geog. 12	Methods in Geography	Barker	L7
Lat. 2	Advanced	Barrett	102
French 1	Beginning	Du Poncet	301
Math. 4	Analytics	Finley	304
Ind. A. 19	Wood Turning	Foulk	G5
Psy. 1	General Psychology	Freeland	104
Tr. Sch. 9	Seventh and Eighth Grade Methods	Green	T201
Ind. A. 5	Methods of Teaching	Hadden	G202
Psy. 2	Educational	Heilman	103
Mus. 8a	Harmony	Holloway	201
Art. 8	Pottery	Holmes	G204
Biol. 2	Bionomics	Johnson	303
Mus. 10	Methods in Appreciation	Kendel	203
Phys. Ed. 6	Children's Singing Games	Keyes	6
H. Art. 9	House Decoration	Kissick	G205
Tr. Sch. 5	Primary Methods	Long	T200
Phys. Ed. 2	Applied Anatomy	Long, R. R.	6
Ed. 29	Current Educational Thought	McCracken	100
Print. 2	Advanced Printing	McCunniff	G106
Dom. Sci. 3	Advanced Cooking and Serving (2 Periods)	McIntosh	5
Rural 1	History and Civics (H. S. Credit)	Phillips, S. S.	210
Dom. Sci. 5	Housewifery	Redifer	5
H. Arts.	Machine Sewing (2 Periods)	Scharfenstein	T2
Soc. 3	Educational Sociology	Sexson	208
Bk. Bdg. 1	Elementary	Shenck	G105
Com. Arts. 21, 22, and 23	Accounting	Shultis	205
Com. A. 4	Advanced Shorthand	White	G100
Ag. 15	General Entomology	Withington	L13
11:30			
G. Sci. 7	General Science	Abbott	1
Biol. 14	Advanced Biotics	Adams	101
Geog. 15	Geography of Australasia	Barker	L7
Eng. 19	Shakespeare (Selected Comedies)	Cross	108
Germ. 10	Advanced	Du Poncet	301
Math. 9	Algebra and Geometry for Teachers	Finley	304
Ind. A. 14	Care and Management	Foulk	G1
Psy. 6	Mental and Educational Tests	Freeland	T4
Ind. A. 12	El. Arch. Drawing	Hadden	G100
Ind. A. 18	Adv. Mech. Drawing	Hadden	G100
Psy. 2	Educational	Heilman	103
Art. 13	Commercial Design	Isaacs	G200
Zool. 2	Bacteria, etc.	Johnson	303
Ed. 42	Social Adm. of Education	Keating	201
Mus. 8b	Advanced Harmony	Kendel	203
Phys. Ed. 9	Classical Dancing	Keyes	6
H. Art. 8	Methods	Kissick	T2
Print. 1	Elementary Printing	McCunniff	G106
Soc. 28	Principles of Social Progress	Miller	208
Span. 10	Advanced	Morgan	300
Eng. 1	Grammar and Composition	Phillips	210
Soc. 3	Educational Sociology	Sexson	200
Bk. Bdg. 2	Advanced	Shenck	G105
Ed. 25	Administration of Rural Schools	Shriber	102
Hist. 10	Industrial History	Smith	104
Com. A. 11	Elementary Typewriting	White	G100
Ed. 11	Principles of Education	Wright	100
1:45			
Chem. 2	Qualitative Analysis	Abbott	302
Ed. 18b	Biotics	Adams	101
Geog. 2	Physical Geography	Barker	L7
Ed. 20	H. S. Administration	Barrett	211
Ed. 16	H. S. Curriculum	Bell	215
Libr. 1	Reference Work	Carter	L
Span. 1	Beginning	Du Poncet	301
Math. 1	College Algebra	Finley	304
Ind. A. 2	Advanced Woodwork	Foulk	G1
Psy. 1	General Psychology	Freeland	T200

Time	Designation.	Description.	Teacher.	Room.
	Mus. 1	School Music for Beginners	Holloway	201
	Psy. 3b	Child Study	Heilman	103
	Art. 3	Water Color Painting	Isaacs	G203
	Biol. 2	Bionomics	Johnson	303
	Rural 2	Grammar (H. S. Credit)	Keating	210
	Mus. 5	Supervisors' Course	Kendel	203
	Phys. Ed. 16	Anthropometry and Phys. Exams.	Keyes	6
	Print. 1	Elementary Printing	McCunniff	G106
	Eng. 1	Grammar and Composition	Phillips	108
	Ed. 9	Theory and Practice in Education	Phillips, S. S.	G305
	Soc. 3	Educational Sociology	Randolph	208
	Soc. 12	Rural Sociology	Sexson	100
	Ed. 26	Rural School Curriculum	Shriber	102
	Hist. 9	Civics, National Government	Smith	104
	Hist. 3	American History	Sweaney	200
	Read. 6	Dramatic Interpretation	Tobey	202
	Com. A. 14	Advanced Typewriting	White	G100
	Ed. 23	Research in Education	Wright	114
	Ag. 5	Elementary Agriculture	Withington	L13
3:40				
	Phys. Ed. 13	Playground Organization and Conduct	Long	6
5:00				
	Phys. Ed. 22	Athletics for Men	Long	6
7:00				
	Phys. Ed. 23	Recreation Course	Long	6

TEACHERS' PROGRAMS—SUMMER TERM, 1916

Hour.	Designation.	Description.	Room.
ABBOTT.			
8:10	Phys. 4	Advanced Physics	1
10:20	Chem. 1	Elementary Chemistry	302
11:30	G. Sc. 7	General Science	1
1:45	Chem. 2	Qualitative Analysis	302
ADAMS.			
7:00	Zool. 5	Bird Study	101
10:20	Ed. 18a	Biotics	101
11:30	Biot. 14	Advanced Biotics	101
1:45	Ed. 18b	Biotics	101
AUGUSTINE.			
10:20	Tr. Sch. 15	Story-Telling	T4
BARKER.			
8:10	Geog. 3	Climatology	L7
10:20	Geog. 12	Methods in Geography	L7
11:30	Geog. 15	Geography of Australasia	L7
1:45	Geog. 2	Physical Geography	L7
BARRETT.			
7:00	Lat. 1	Elementary Latin	211
10:20	Lat. 2	Advanced	102
1:45	Ed. 20	H. S. Administration	211
BELL.			
11:00	Rural 4	Geography	L7
1:45	Ed. 16	H. S. Curriculum	215
BLANCHARD.			
7:00	Eng. 1	Grammar and Composition	212
CARTER.			
1:45	Libr. 1	Reference Work	Lib.
CROSS.			
7:00	Eng. 15	Modern Plays	108
8:10	Eng. 1a	Function Gram.	108
11:30	Eng. 19	Shakespeare (Selected Comedies)	108
	Eng. 30	Conference on Master's Thesis (By Appointment)	
DU PONCET.			
8:10	French 5	Intermediate	301
10:20	French 1	Beginning	301
11:30	Germ. 10	Advanced	301
1:45	Span. 1	Beginning	301
FINLEY.			
7:00	Math. 3	Trigonometry	304
10:20	Math. 4	Analytics	304
11:30	Math. 9	Alg. and Geom. for teachers	304
1:45	Math. 1	College Algebra	304
FOULK.			
7:00	Ind. A. 14	Care and Management	G1
8:10	Ind. A. 1	Elementary Woodwork	G1
10:20	Ind. A. 19	Wood Turning	G5
11:30	Ind. A. 14	Care and Management	G1
1:45	Ind. A. 2	Adv. Woodwork	G1
FREELAND.			
8:10	Psy. 1	General Psychology	103
10:20	Psy. 1	General Psychology	104
11:30	Psy. 6	Mental and Ed. Tests	T4
1:45	Psy. 1	General Psychology	T200
GREEN.			
10:20	Tr. Sch. 9	Seventh and Eighth Gr. Methods	T201
HADDEN.			
7:00	Ind. A. 8 and 9	Art Metal	G5
10:20	Ind. A. 5	Methods of Teaching	G202
11:30	Ind. A. 12	El. Arch. Drawing	G100
11:30	Ind. A. 18	Adv. Mech. Drawing	G100

Hour	Designation.	Description.	Room.
HEILMAN.			
7:00	Psy. 2	Educational	103
10:20	Psy. 2	Educational	103
11:30	Psy. 2	Educational	103
1:45	Psy. 3b	Child Study	103
HOLLOWAY.			
10:30	Mus. 8a	Harmony	201
1:45	Mus. 1	School Music for Beginners	201
HUGH.			
8:10			
11:30		Training School Supervision	
2:30			
4:50		Office	
HOLMES.			
7:00	Art 2	Applied Design	G203
10:20	Art 8	Pottery	G204
ISAACS.			
7:00	Art 15	Methods in Supervision	G200
8:10	Art 1	El. Draw. and Design	G200
11:30	Art 13	Commercial Design	G200
1:45	Art 3	Water Color Painting	G203
JOHNSON.			
7:00	Biol. 2	Bionomics	303
10:20	Biol. 2	Bionomics	303
11:30	Zool. 2	Bacteria, etc.	303
1:45	Biol. 2	Bionomics	303
JULIAN.			
7:00	Tr. Sch. 37	Kindergarten Program	T100
8:10	Tr. Sch. 36	Handwork in Kindergarten	T100
KEATING.			
7:00	Ed. 11	Principles of Education	102
8:10	Ed. 24	School Administration	201
11:30	Ed. 42	Social Adm. of Education	201
1:45	Rural 2	Grammar (H. S. Credit)	210
KENDEL.			
7:00	Mus. 2	Methods in Music	203
10:20	Mus. 10	Methods in Appreciation	203
11:30	Mus. 8b	Advanced Harmony	203
1:45	Mus. 5	Supervisor's Course	203
KEYES.			
7:00	Phys. Ed. 8	Esthetic Dancing	6
8:10	Phys. Ed. 7	Folk Dances for Sch. and Playground	6
10:20	Phys. Ed. 6	Children's Singing Games	6
11:30	Phys. Ed. 9	Classical Dancing	6
7:00 p. m.	Phys. Ed. 23	Recreation Course	6
KISSICK.			
7:00	H. Art 5	Millinery (Two Periods)	T2
10:20	H. Art 9	House Decoration	G205
11:30	H. Art 8	Methods	T2
1:45		Seminar	T2
LAWLER.			
8:10	Tr. Sch. 7	Third and Fourth Grade Methods	T4
LONG.			
10:20	Tr. Sch. 5	Primary Methods	T200
LONG, R. R.			
7:00	Phys. Ed. 5	Plays and Games	6
8:10	Phys. Ed. 3	Light Gymnastics	6
10:20	Phys. Ed. 2	Applied Anatomy	6
1:45	Phys. Ed. 16	Anthropometry, etc.	104
3:40	Phys. Ed. 13	Playground Organization and Conduct	104
5:00	Phys. Ed. 22	Athletics for Men	6
7:00	Phys. Ed. 23	Recreation Course	6
McCRACKEN.			
7:00	Ed. 41	Master's Thesis Course	114
8:10	Ed. 12	Current Movements in Social Ed.	100
10:20	Ed. 29	Current Ed. Thought	100
	Ed. 23	Research in Education	114

Hour.	Designation.	Description.	Room.
McCUNIFF.			
7:00	Ind. A. 10	El. Mech Drawing	G100
7:00	Ind. A. 17	El. Machine Design	G100
10:20	Print. 2	Advanced Printing	G106
11:30	Print. 1	Elementary Printing	G106
1:30	Print. 1	Elementary Printing	G106
McINTOSH.			
7:00	Dom. Sci. 1	Elementary Cooking (Two Periods)	5
10:20	Dom. Sci. 3	Adv. Cook. and Serving (Two Periods)	5
MILLER.			
8:10	Soc. 20	The Consumption of Wealth	208
11:30	Soc. 28	Principles of Social Progress	208
MOONEY.			
8:10	Tr. Sch. 8	Fifth and Sixth Grade Methods	T201
MORGAN.			
7:00	Span. 5	Intermediate Spanish	301
8:10		High School	
10:20		High School	
11:30	Span. 10	Advanced	300
PHILLIPS, A. L.			
7:00	Eng. 10	American Literature	210
8:10	Eng. 13	Tennyson and Browning	203
11:30	Eng. 1	Grammar and Composition	210
1:45	Eng. 1	Grammar and Composition	108
PHILLIPS, S. S.			
8:10	Ed. 33	Hist. of Mod. El. Ed.	G205
10:20	Rural 1	Am. Hist. (H. S. Credit)	210
1:45	Ed. 9	Theory and Practice of Teaching	G205
RANDOLPH.			
7:00	Soc. 21	Methods and Aims of Organized So- cial Work	208
8:10	Soc. 24	Problems and Methods, Child Wel- fare	210
1:45	Soc. 3	Edu. Sociology	208
REDIFER.			
8:10	Dom. Sc. 8	Methods of Teaching D S.	G202
10:20	Dom. Sc. 5	Housewifery	5
SCHARFENSTEIN.			
10:20	H. Arts	Machine Sewing (Two Periods)	T2
SEXSON.			
7:00	Soc. 12	Rural Sociology	201
10:20	Soc. 3	Ed. Sociology	208
11:30	Soc. 3	Ed. Sociology	200
1:45	Soc. 12	Rural Sociology	100
SHENCK.			
7:00	Bk. Bdg. 1	Elementary	G105
8:10	Bk. Bdg. 2	Advanced	G105
10:20	Bk. Bdg. 1	Elementary	G105
11:30	Bk. Bdg. 2	Advanced	G105
SHRIBER.			
8:10	Co. Sch. 6	County School Methods	102
11:30	Ed. 25	Administration of Rural Schools	102
1:45	Ed. 26	Rural School Curriculum	102
SHULTIS.			
7:00	Math. 8	Methods in Arithmetic	205
8:10	Math. 8a	Arithmetic for Rural Teachers (H. S. Credit)	205
10:20	Com. Arts, 21, 22, 23	Accounting	205
SIBLEY.			
8:10	Tr. Sch. 6	Primary Methods	T200
SMITH.			
7:00	Hist. 6	History of Germany	104
8:10	Hist. 13	Methods in History	104
11:30	Hist. 10	Industrial History	104
1:45	Hist. 9	Civics, National Government	104

	Hour.	Designation.	Description.	Room.
SWEANY.				
	1:30		High School	
	1:45	Hist. 3	American History	200
TOBEY.				
	7:00	Read. 2	Reading in the Grades	202
	8:10	Read. 1	Evolution of Expression	202
	1:45	Read. 6	Dramatic Interpretation	202
		Read. 15 & 16	By Conference	202
WHITE.				
	7:00	Com. A. 25	Commercial Arithmetic	G201
	8:10	Com. A. 1	Elementary Shorthand	G100
	10:20	Com. A. 4	Advanced Shorthand	G100
	11:30	Com. A. 11	Elementary Typewriting	G100
	1:45	Com. A. 14	Advanced Typewriting	G100
WITHINGTON.				
	7:00	Ag. 4	School Gardening	L13
	8:10	Ag. 3	Nature Study	L13
	10:20	Ag. 15	General Entomology	L13
	1:45	Ag. 5	Elementary Agriculture	L13
		Ag. 16	Entomology Seminar (By Appointment)	
WRIGHT.				
	7:00	Ed. 34	American Education	100
	8:10	Ed. 11	Principles of Education	101
	11:30	Ed. 11	Principles of Education	100
		Ed. 23	Research in Education	114

PROGRAM FOR ADULT STUDENTS SPECIALIZING IN THE DEPARTMENT OF COUNTY SCHOOLS.

(High School Credit Only.)

	Time	Designation.	Description.	Teacher.	Room.
	7:00	Rural 4	Geography	Bell	L7
	8:10	Rural 3	Arithmetic	Shultis	205
	10:20	Rural 1	History and Civics	Phillips	210
	11:30	Rural 6	General Science	Abbott	1
	1:45	Rural 2	Grammar and Composition	Keating	210
	1:45	Rural 5	Physiology and Hygiene	Morse	300

Note—For additional subjects in the Department of County Schools carrying College credit, see the General Program.

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SECOND SUMMER TERM
BULLETIN

1916

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Series XVI

FEBRUARY 1916

Number 2

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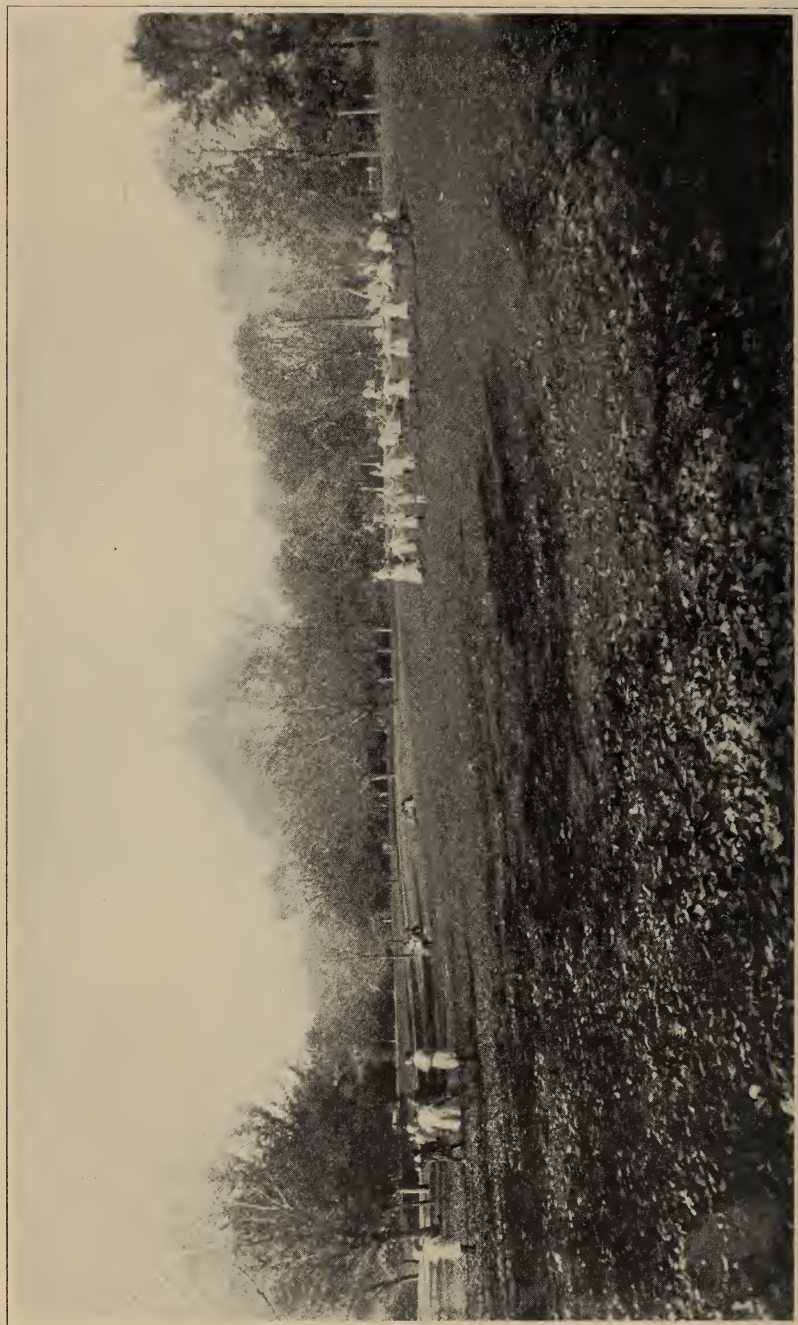


ZACHARIAH XENOPHON SNYDER, Ph.D., LL.D.

1850—1915



APPROACH TO THE ADMINISTRATION BUILDING



CHILDREN AT PLAY ON THE CAMPUS IN SUMMER



EDWARD HOWARD GRIGGS, L.H.D.

GENERAL LECTURER

JUNE 12-16

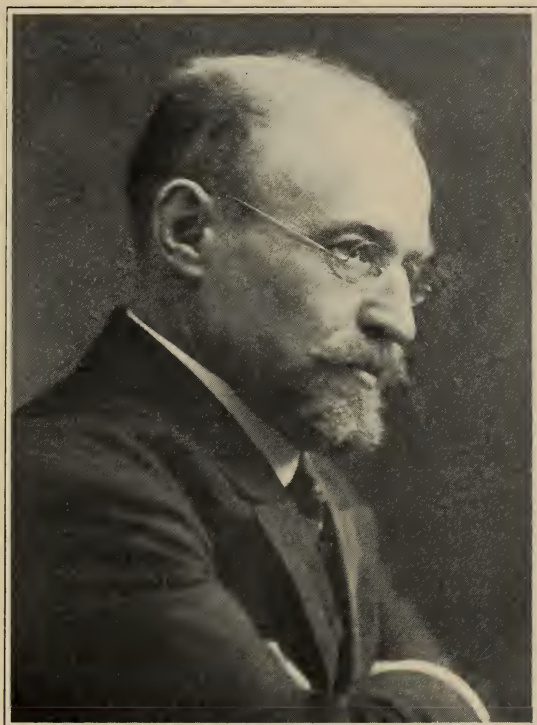
Moral Reformers and Leaders

1. Erasmus.
2. Luther.
3. Victor Hugo.
4. Carlyle.
5. Emerson.

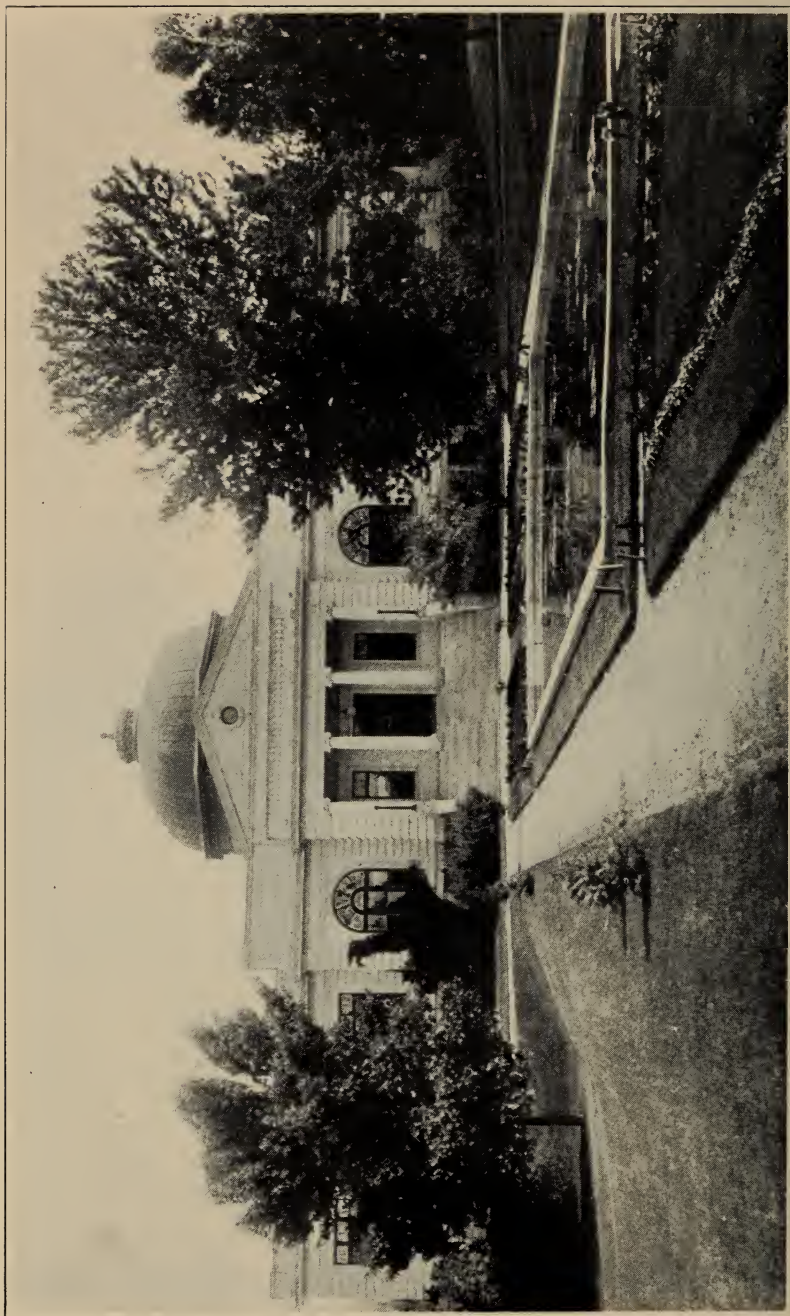
GENERAL LECTURER

JUNE 19-23

1. Immigration versus Conservation.
2. The Immigrant at Home and en Route.
3. The Education of the Immigrant.
4. Hyphenated Americans.
5. Assimilating the Immigrant.



DR. EDWARD A. STEINER



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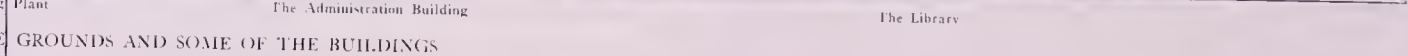
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A Shaded Lawn



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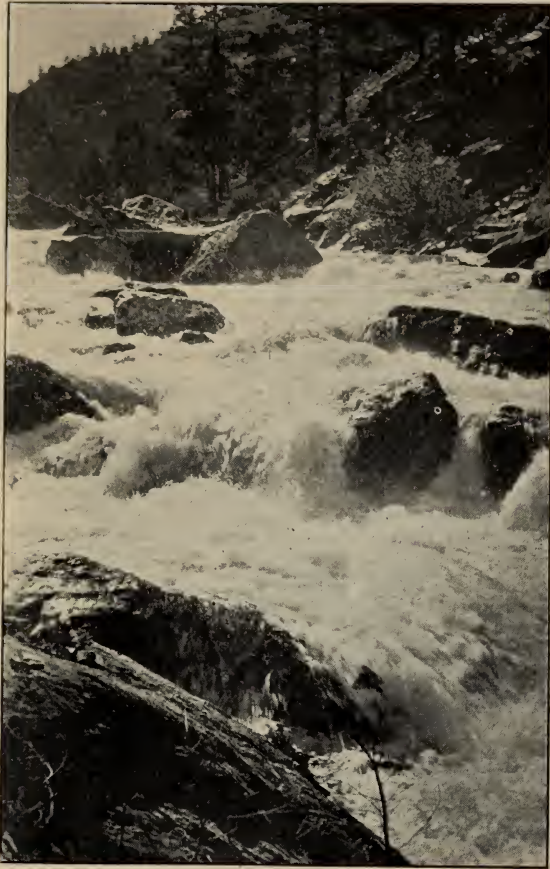
AN AUTOMOBILE EXCURSION GIVEN BY GREELEY CITIZENS TO THE STUDENTS OF THE SUMMER SCHOOL—COLORADO STATE TEACHERS COLLEGE



SCHOOL CLASS IN SUMMER



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THE WHITE WATERS OF THE POUDRE RIVER
The Source of the Water Supply of the City of Greeley and the College



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SAMUEL C. SCHMUCKER

GENERAL LECTURER

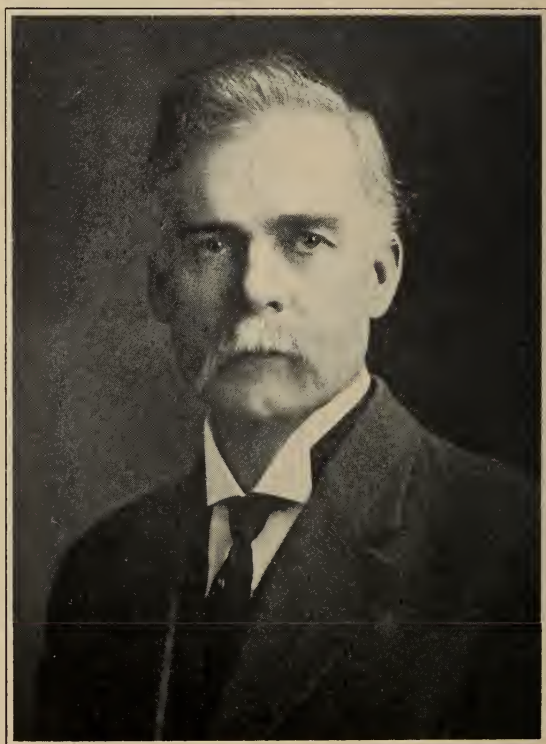
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2. Heredity and its Laws.
3. Our Learning Years.
4. Our Heritage of Strength.
5. Building for the Future.

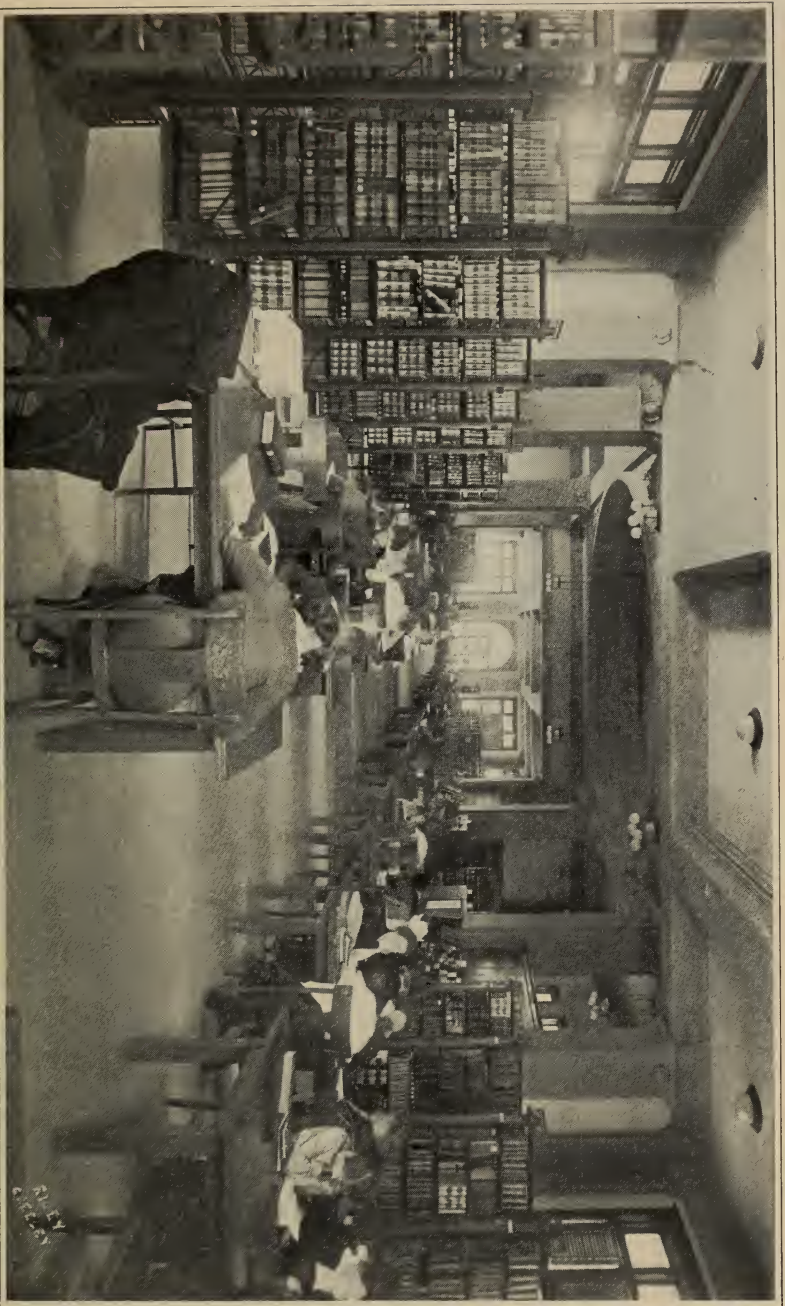
GENERAL LECTURER

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3. Formal versus Incidental Education.
4. Economic, Civic and Moral Training.
5. Vocational Education.



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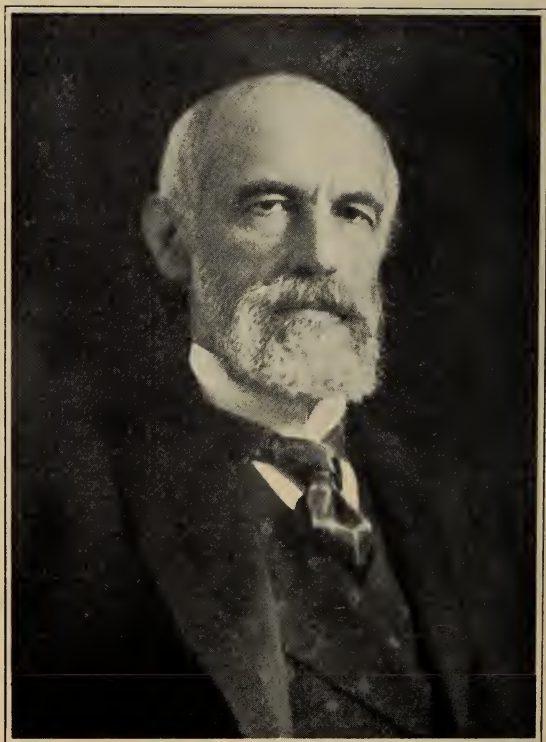
JULY 10-14

1. A Literary Clinic.
2. A Plea for Modern Conveniences in Thinking.
3. The Charm of English Prose of the Seventeenth Century.
4. Thomas Fuller.
5. John Milton.

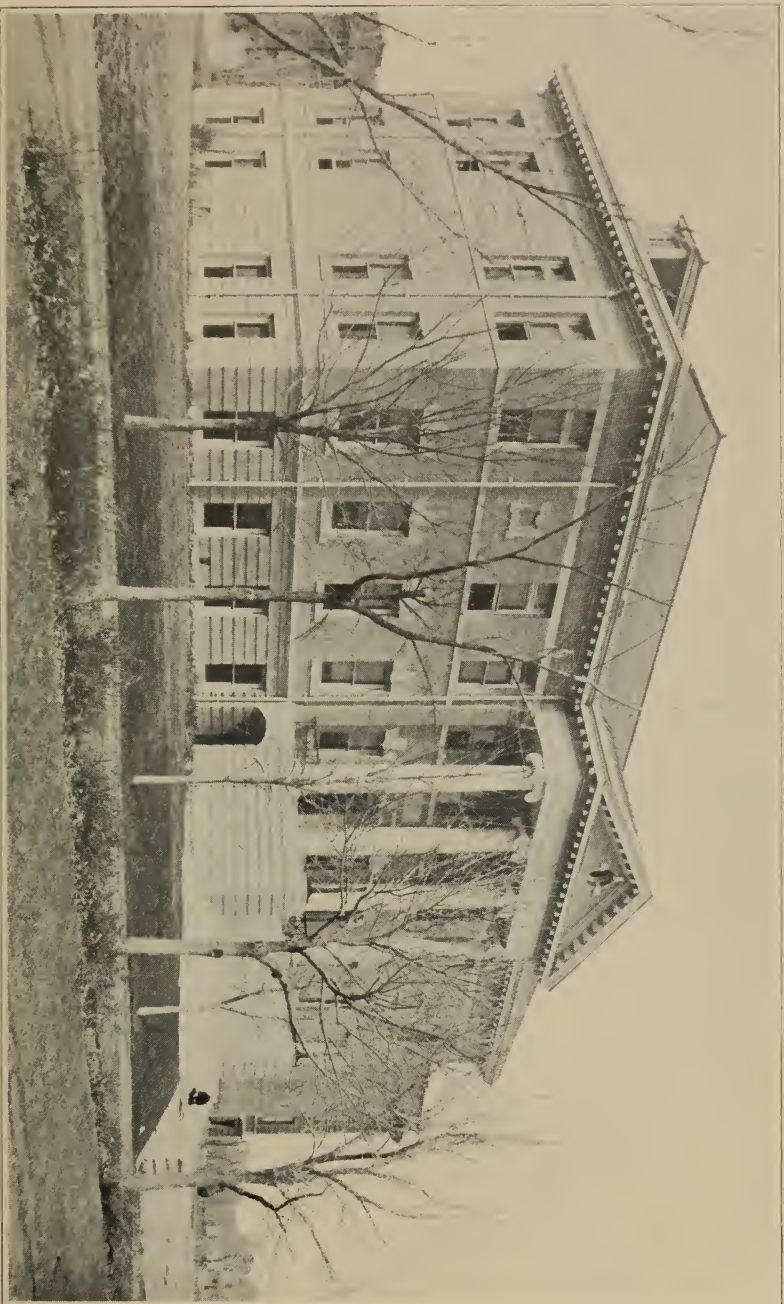
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JULY 17-21

1. Using the Unconscious Faculties of the Child.
2. The Periods of Human Life.
3. Religious Experience and Education.
4. Individual Differences in Children.
5. The Relations Between the Race and the Individual in Education.



G. STANLEY HALL



THE SIMON GUGGENHEIM HALL OF INDUSTRIAL ARTS—EARLY SPRING VIEW

The
State Teachers College
GREELEY, COLORADO

The Greatest Summer School
in the West



FOR FULLER INFORMATION
concerning the Summer Term of the
State Teachers College of Colorado
see the

Summer Term Bulletin

The Bulletin contains all information
concerning courses, admission, gradu-
ation, degrees, etc.

Address all inquiries to

THE STATE TEACHERS COLLEGE
GREELEY, COLORADO

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1917

Colorado State Teachers College Bulletin

Series XVI

MARCH 1, 1917

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Dep. 18 SUMMER TERM
P. of D.



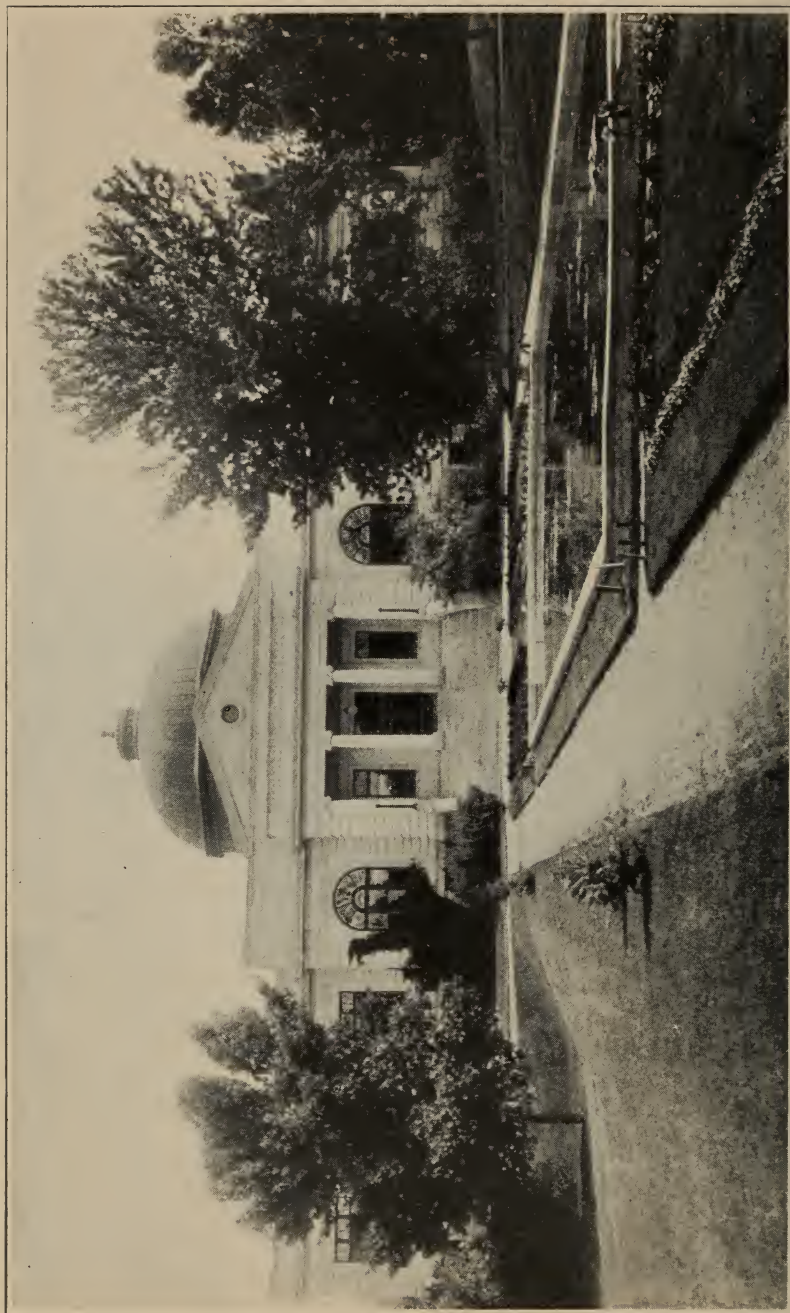
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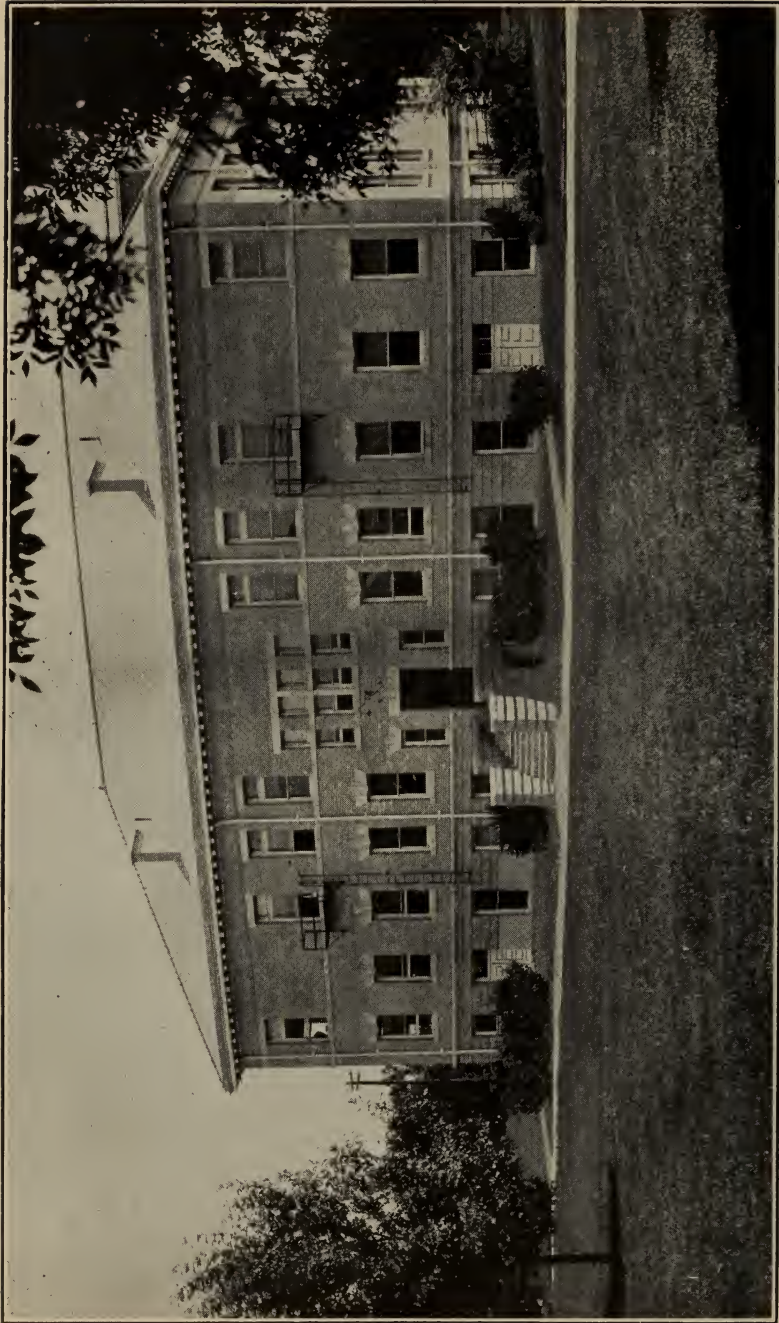


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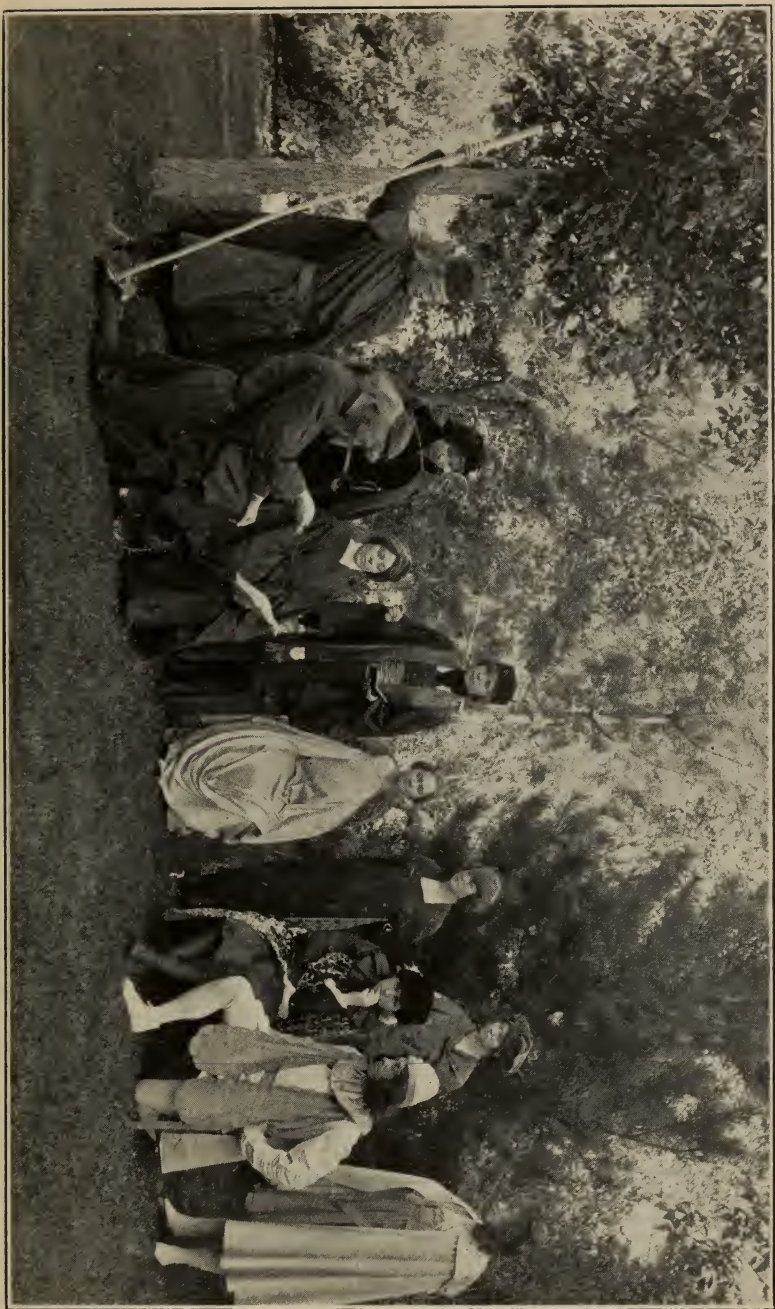
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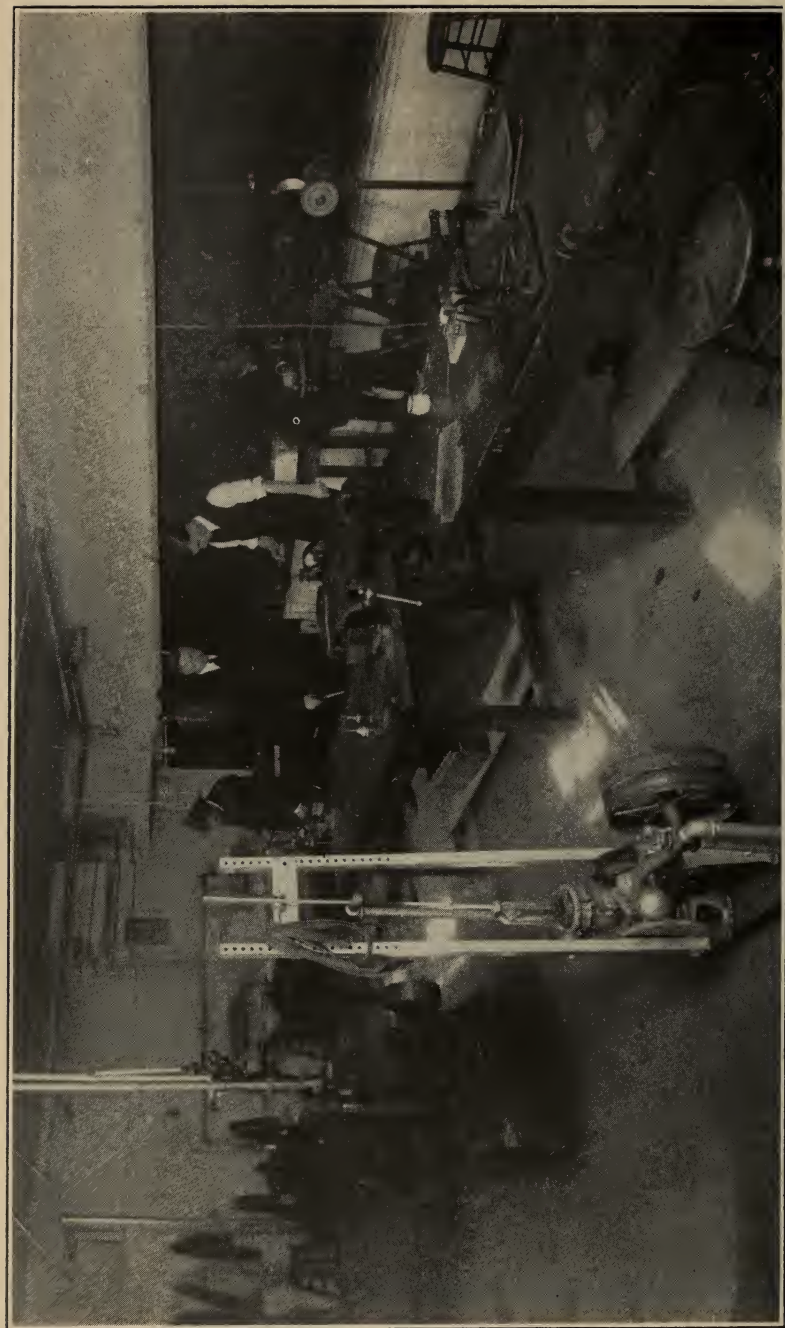
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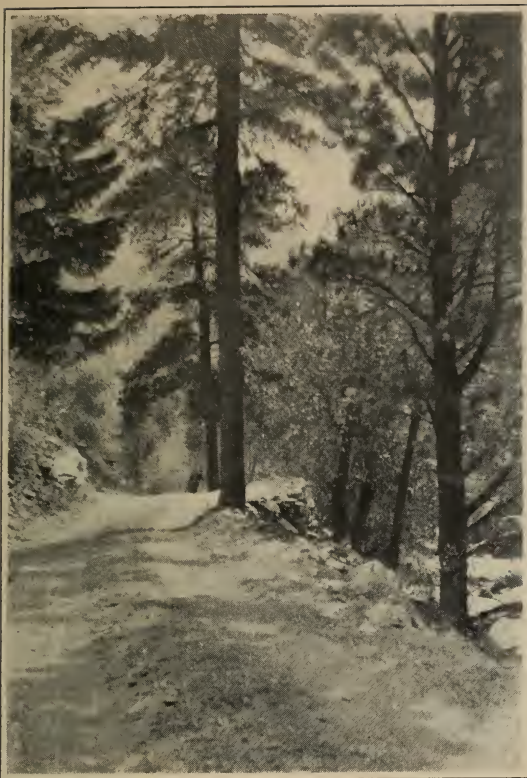


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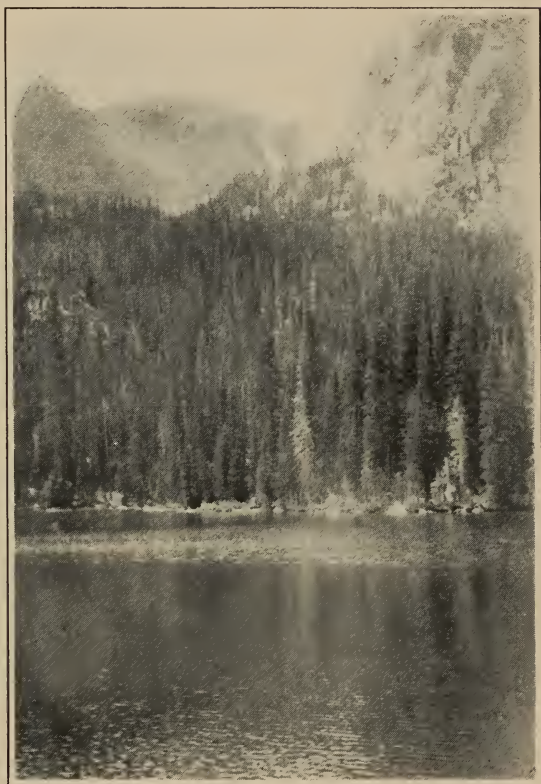
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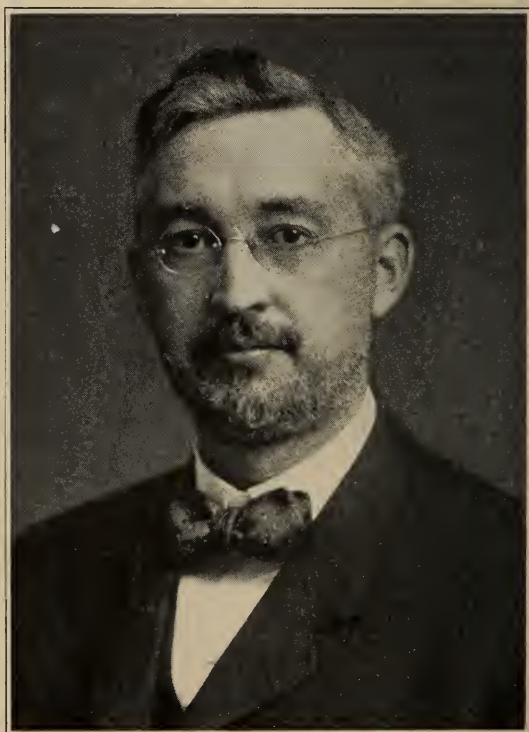
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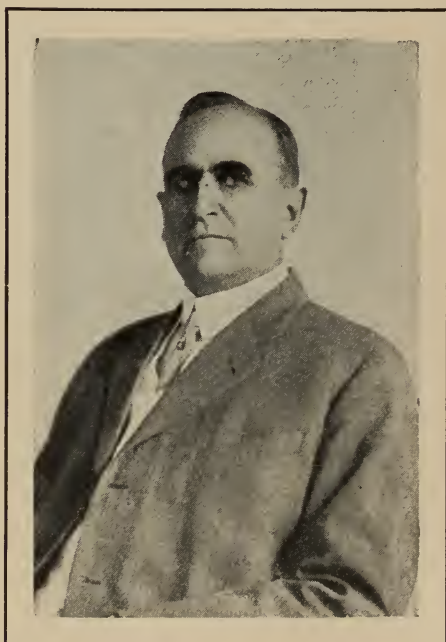
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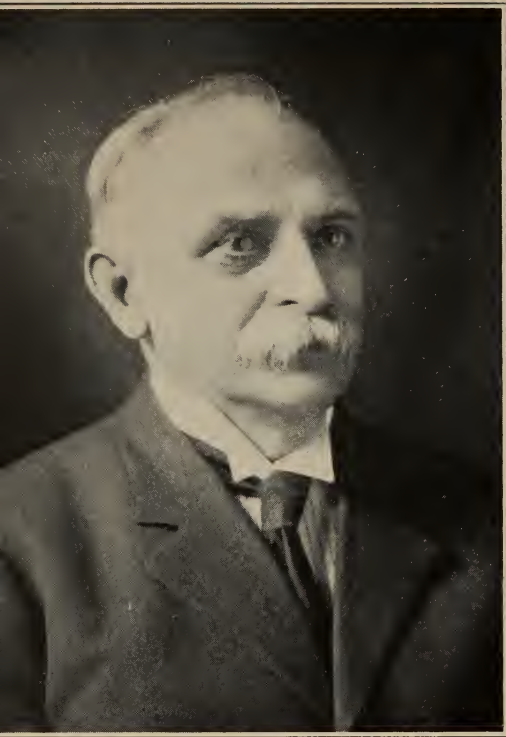
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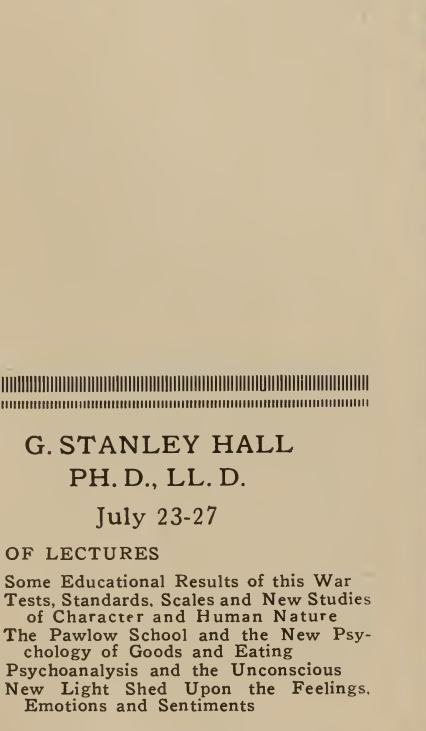


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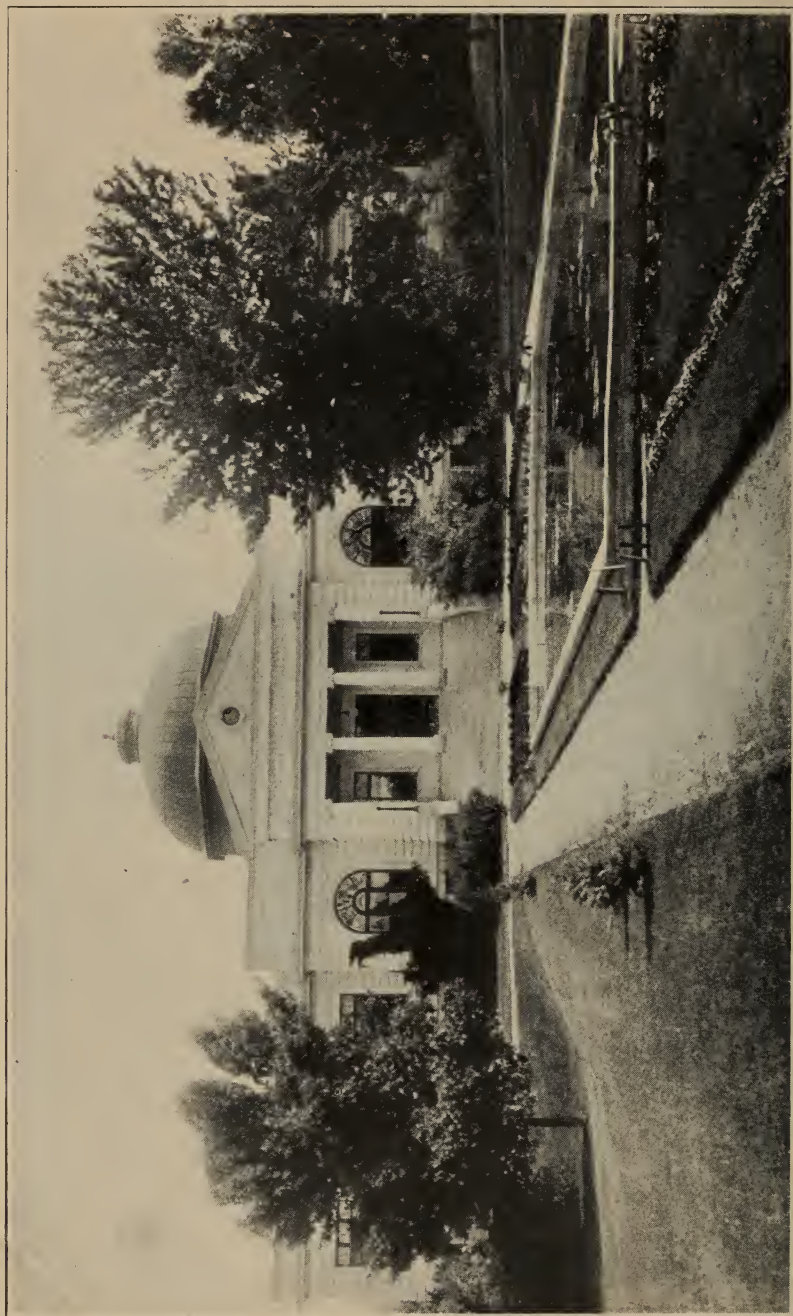
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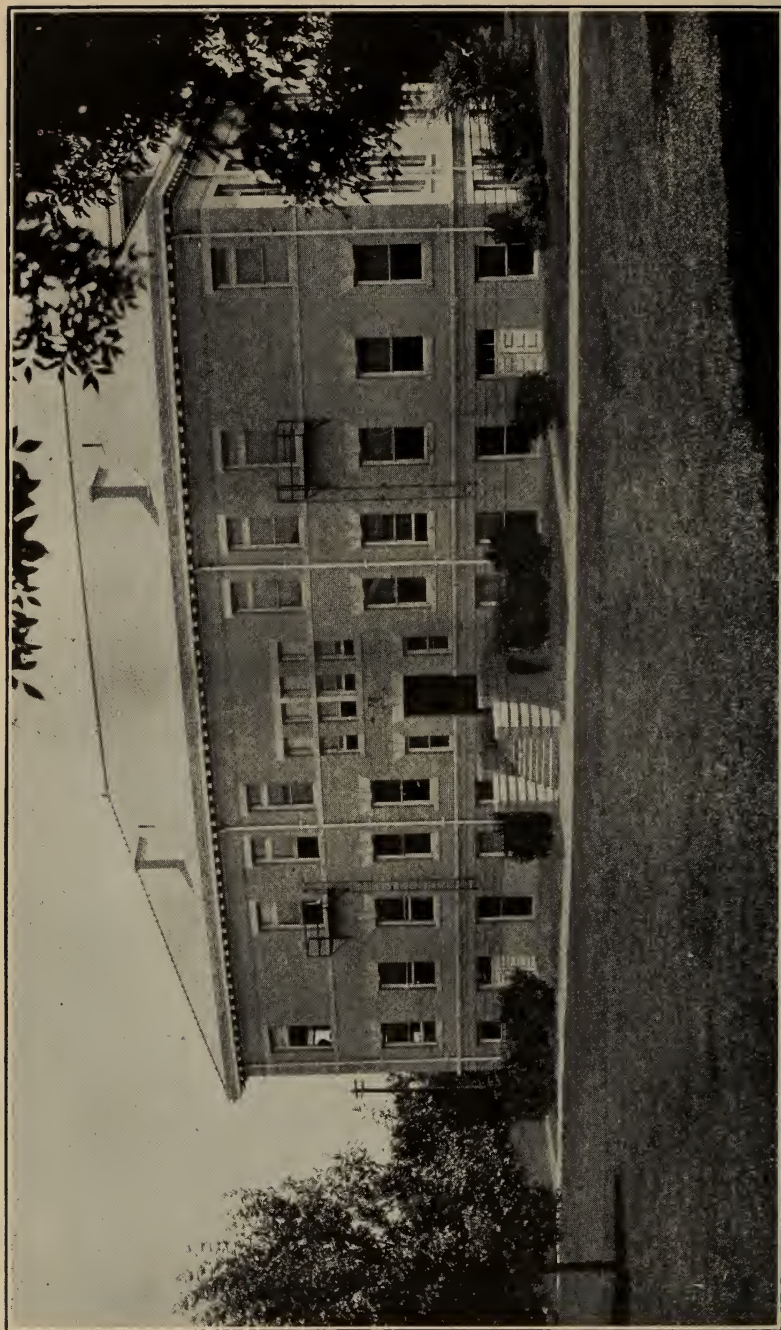


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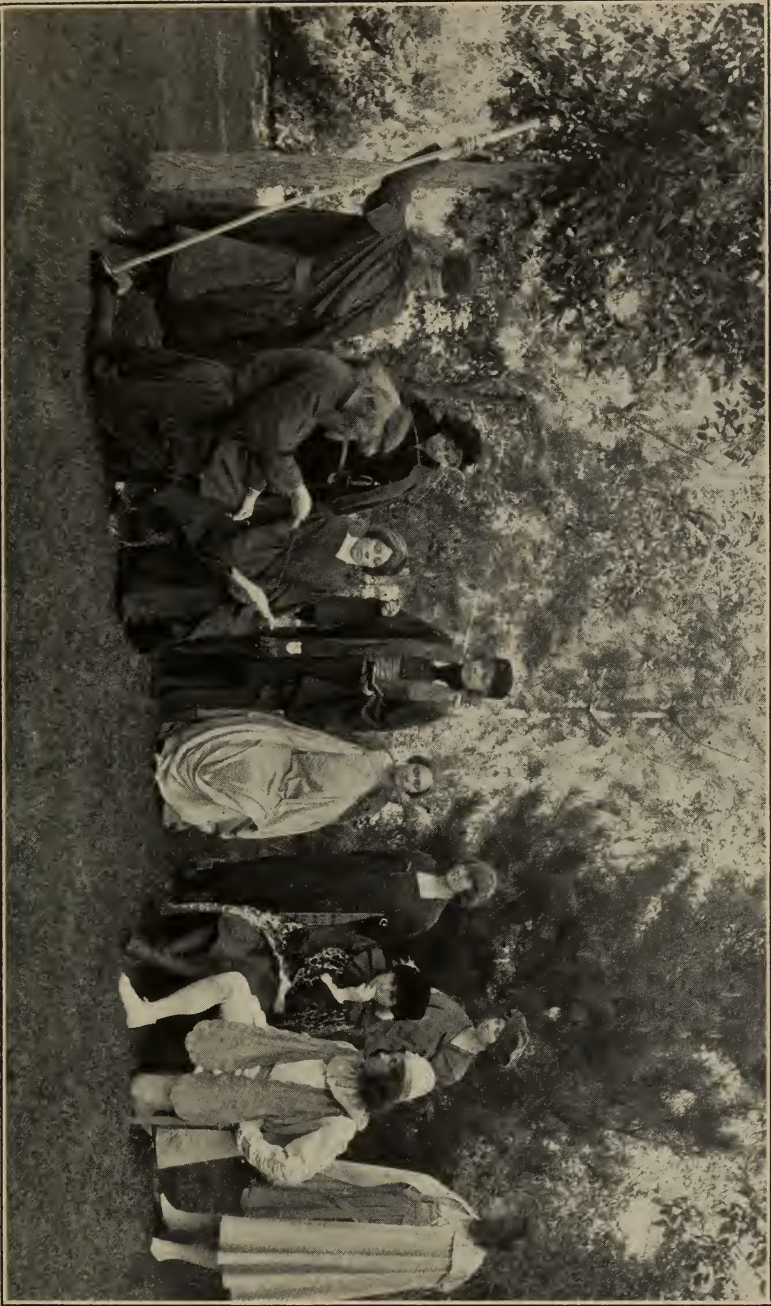
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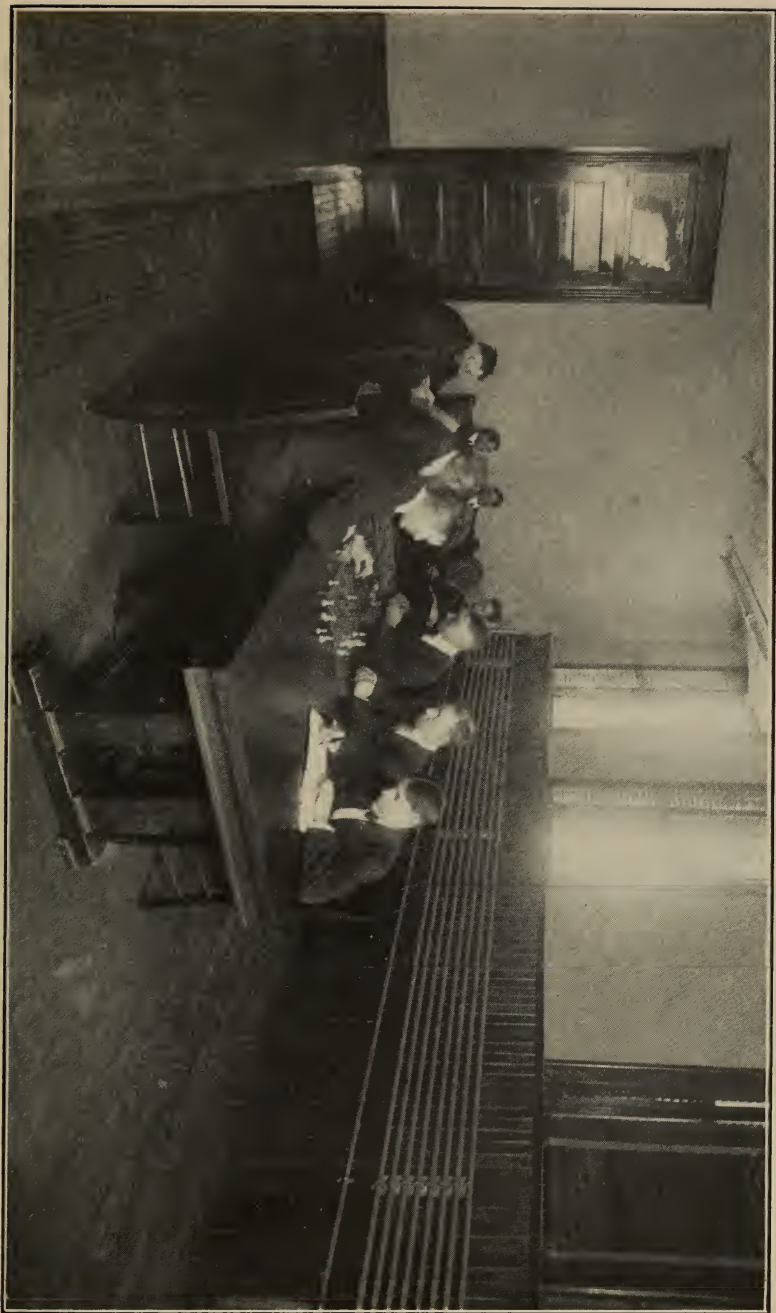
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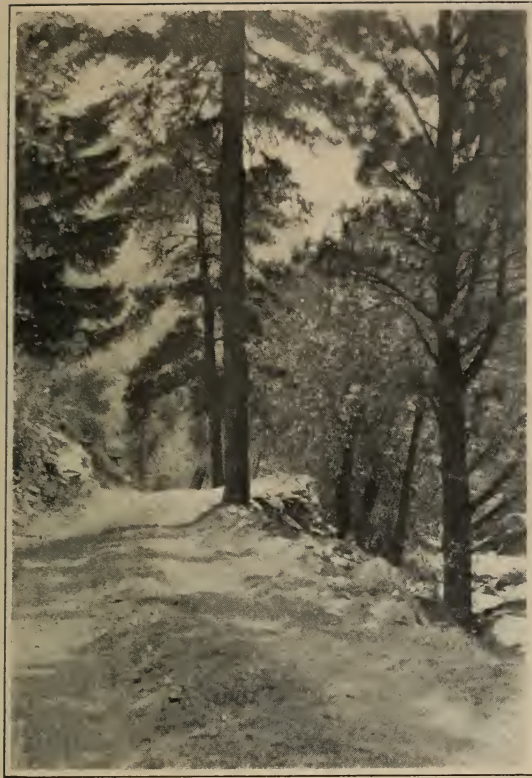


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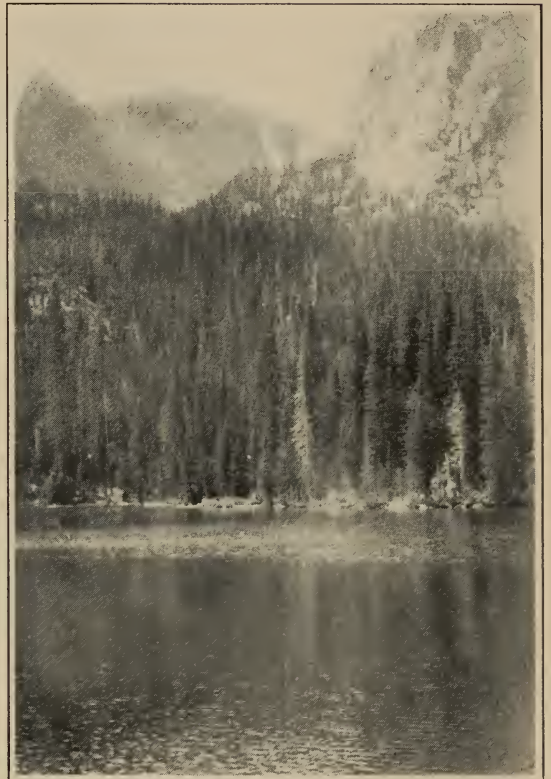
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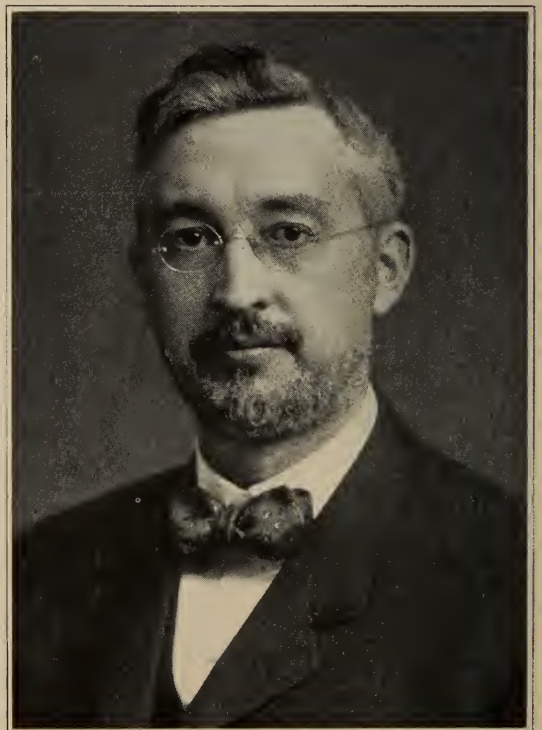


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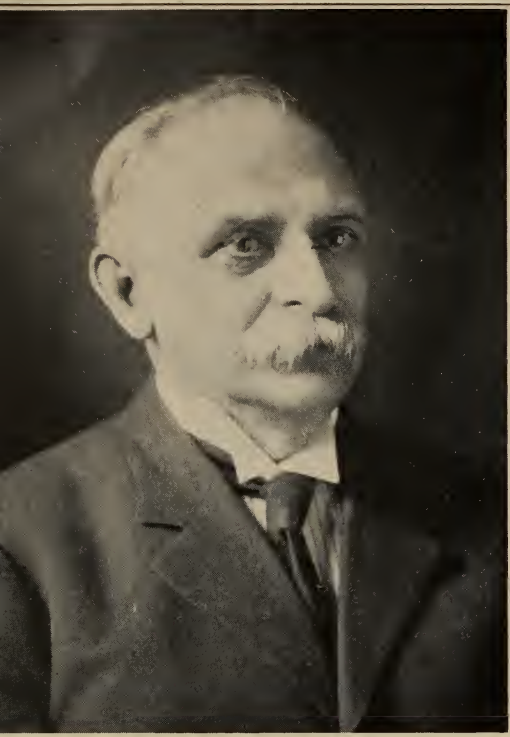


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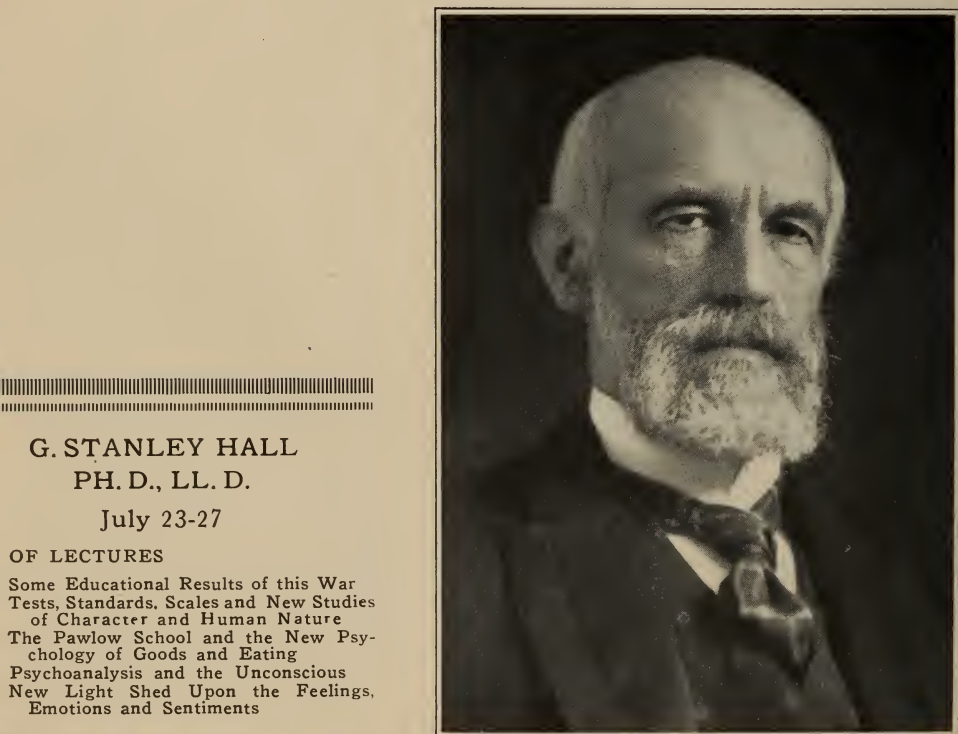


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